Considering Assessment:

Evaluating Student Learning & Informing Evidence Based Decisions Using Rubrics & Performance Measures

Megan Oakleaf, MLS, PhD
meganoakleaf.info

Morning Agenda

- Introduction & definitions
- Purposes of student learning assessment
- Options for assessing student learning
- Selecting among assessment options
- Performance measures
  - Definition & examples
  - Strengths & limitations
- Rubrics
  - Definition & examples
  - Strengths & limitations

Definitions

Why should I assess student learning?

- To respond to calls for accountability
- To participate in accreditation processes
- To inform decision-making regarding program structure/performance
- To improve teaching skills
- To improve student learning 

One Perspective

- Take an educational research or action research perspective.
  - Focus: impact & improvement
  - Application: decision-making
  - Accountability: accreditation, answering to stakeholders
  - Focus is NOT on “causation”

Focus on Academic Success

- Not librarians' instruction skills
- Not students' satisfaction levels
- Applicable standards
  - Information Literacy Competency Standards for Higher Education
  - Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians
  - New AASL Standards

Tools

- Self report
  - Focus groups, interviews, surveys
- Tests
  - SAILS, ILT, Bay Area Community Colleges, etc.
- Performance assessments
  - Paper citation analysis, portfolios, sketch maps, iSkills, etc.
- Rubrics
  - Used to measure performances or products that demonstrate student learning

Self Report

Self Report

- Defined
  - Ask students to estimate their learning
  - Typical methods: survey, interview, focus group
- Benefits
  - Capture students' assessment of their learning
  - Conveyed in student language
- Limitations
  - Do not assess actual learning
  - Skilled students underestimate learning
  - Unskilled students overestimate learning

Tests

Tests Defined

- Are primarily multiple choice in format
- Strive for objectivity
- Grounded in early behaviorist educational theory

Tests – Benefits, 1 of 2

Learning

- Measure acquisition of facts

Data

- Are easy and inexpensive to score
- Provide data in numerical form
- Collect a lot of data quickly
- Tend to have high predictive validity with GPA or standardized tests scores
- Can be made highly reliable (by making them longer)
- Can be easily used to make pre/post comparisons
- Can be easily used to compare groups of students

Tests – Benefits, 2 of 2

If locally developed…

- Help librarians learn what they want to know about student skills
- Are adapted to local learning goals and students
- Can be locally graded and interpretation of results can be controlled

If non-locally developed…

- Can be implemented quickly
- Reduce staff time required for development and scoring

Other

- Are widely accepted by the general public

Tests – Limitations, 1 of 2

Learning

- Measure recognition rather than recall
- Reward guessing
- Include oversimplifications
- Do not test higher-level thinking skills
- Do not measure complex behavior or "authentic" performances
- Do not facilitate learning through assessment

Tests – Limitations, 2 of 2

Data

- May be designed to create "score spread"
- May be used as "high stakes" tests

If locally developed…

- May be difficult to construct and analyze
- Require leadership and expertise in measurement
- May not be useful for external comparisons

Purposes

Choosing the Right Tool
PURPOSE

- Why are we conducting this assessment?
- Are we conducting assessment to respond to calls for accountability?
- Are we conducting assessment to strengthen instructional program performance?
- Are we conducting assessment to improve student learning?
- Are we conducting assessment for a formative or summative purpose?

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Choosing the Right Tool
STAKEHOLDER NEEDS

- Who are the stakeholders of this assessment effort?
- Are our stakeholders internal, external, or both?
- Will our audience prefer qualitative or quantitative data? Will they have other data preferences?

Choosing the Right Tool
WHAT YOU WANT TO KNOW

- Will the assessment establish a baseline?
- Will the assessment reveal new information?
- Will the assessment be trustworthy and accurate?
  - Will the assessment produce reliable results?
  - Will the assessment produce valid results?
- Does the nature of the assessment data (qualitative or quantitative) match stakeholder needs?

Choosing the Right Tool
COST

- What time costs will we incur?
- What financial costs will we incur?
- What personnel costs will we incur?
- Will these costs be initial or continuing?

Choosing the Right Tool
INSTITUTIONAL ISSUES

- Will the assessment support the goals of the overall institution?
- How will the assessment results be used by the overall institution?
- How might the assessment be used in a negative way against the library instruction program?

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Large-Scale vs. Classroom Assessment

Large-Scale Assessment

- Formal
- Objective
- Time efficient
- Cost efficient
- Centrally processed
- Reduced to single scores
- Not focused on diagnosing and targeting needs of individual learners
- Politically charged
- Designed to support program decision-making

Classroom Assessment

Lorrie Shepard

- Informal
- Locally developed, scored, & interpreted
- Includes instructionally valuable tasks
- Shows short-term changes in student learning
- Provides feedback to students
- Useful for making changes to curricula/activities/assignments
- Conducted in a trusting environment
- Designed to support instruction

Performance Measures

Performance Assessments Defined

- 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

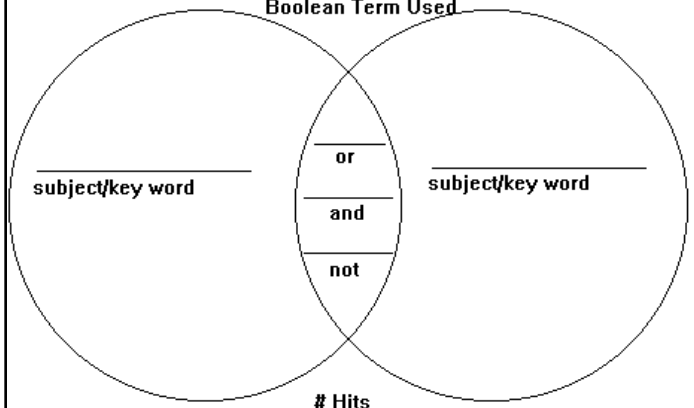
Your Name

Boolean Terms

Search Engine used

Hits

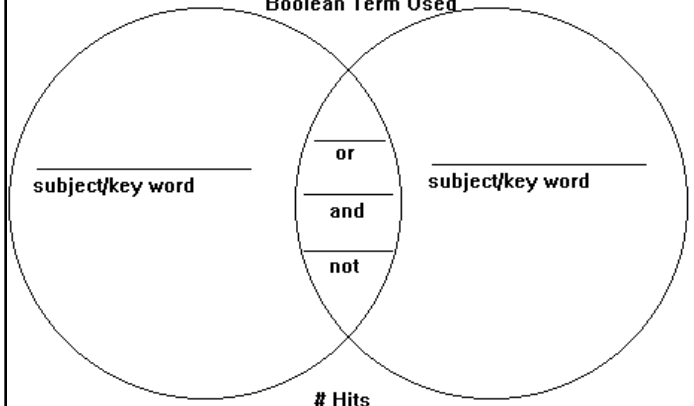
Boolean Term Used



Explain what the Boolean term AND means:

Hits

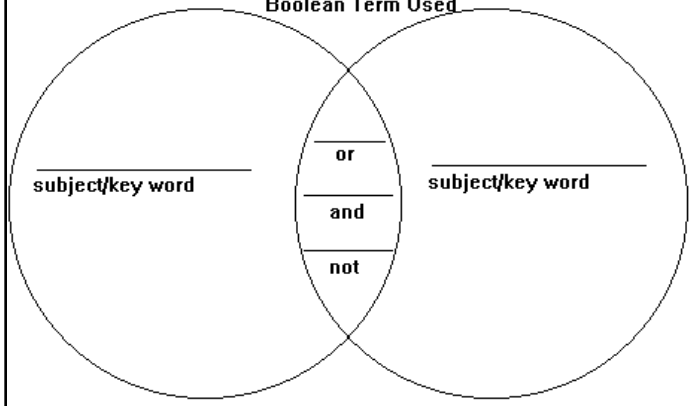
Boolean Term Used



Explain what the Boolean term OR means:

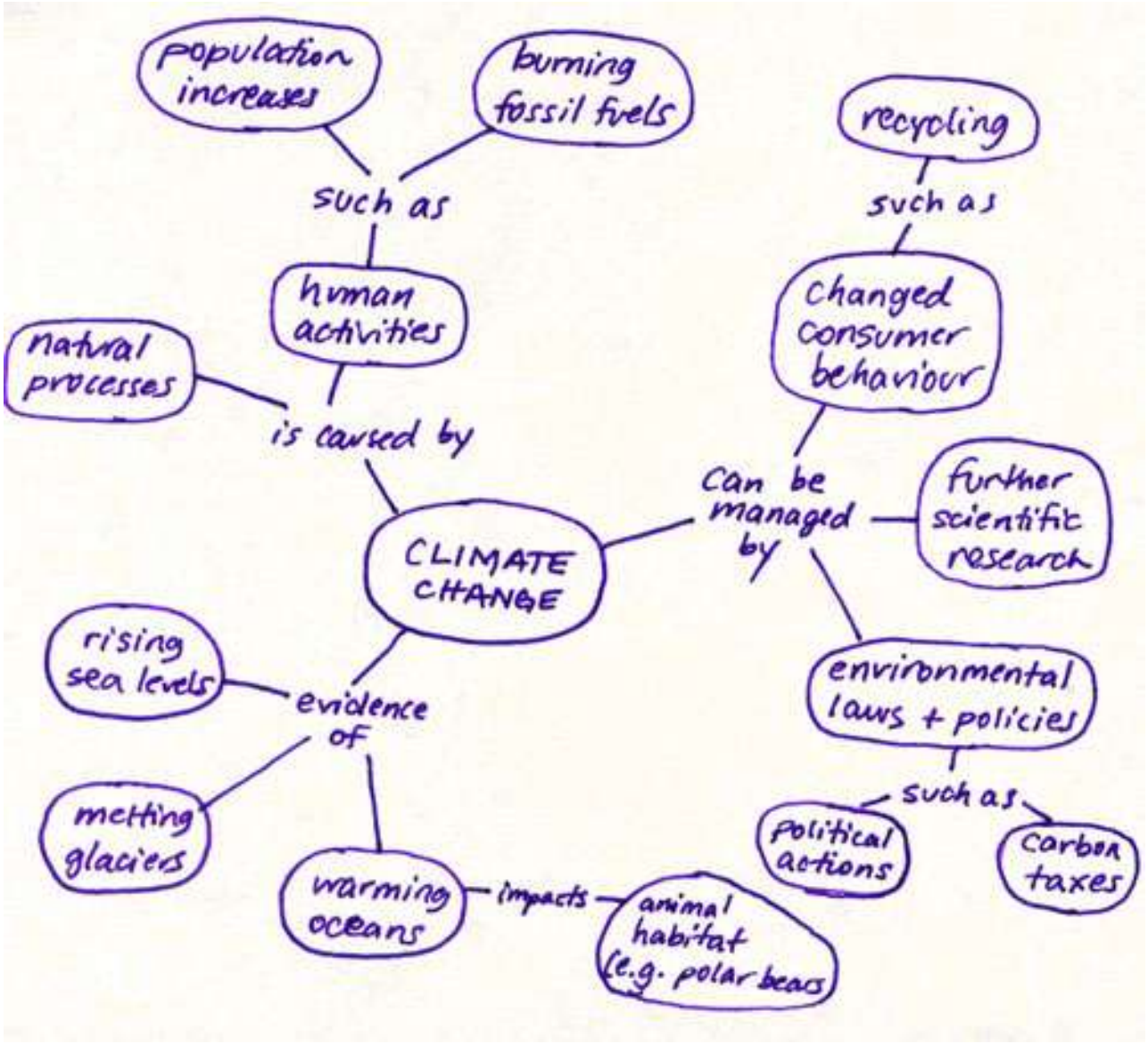
Hits

Boolean Term Used



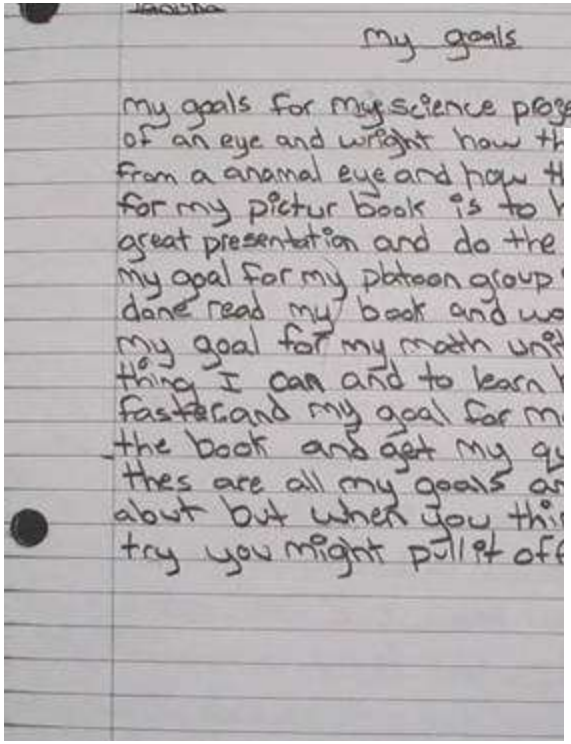
Explain what the Boolean term NOT means:

http://old.oslis.org/images/booleanterms.gif



http://library.uvic.ca/site/lib/instruction/images/conceptmap.jpg

http://www.nipissingu.ca/oar/images/archive-V912E_image006.jpg



Annotated Bibliography Entry

Source Type:

☐ reference book ☐ website ☐ popular magazine article ☐ dissertation
☐ book ☐ interview X scholarly journal article ☐ gov't document
☐ other: _____

Full MLA citation:

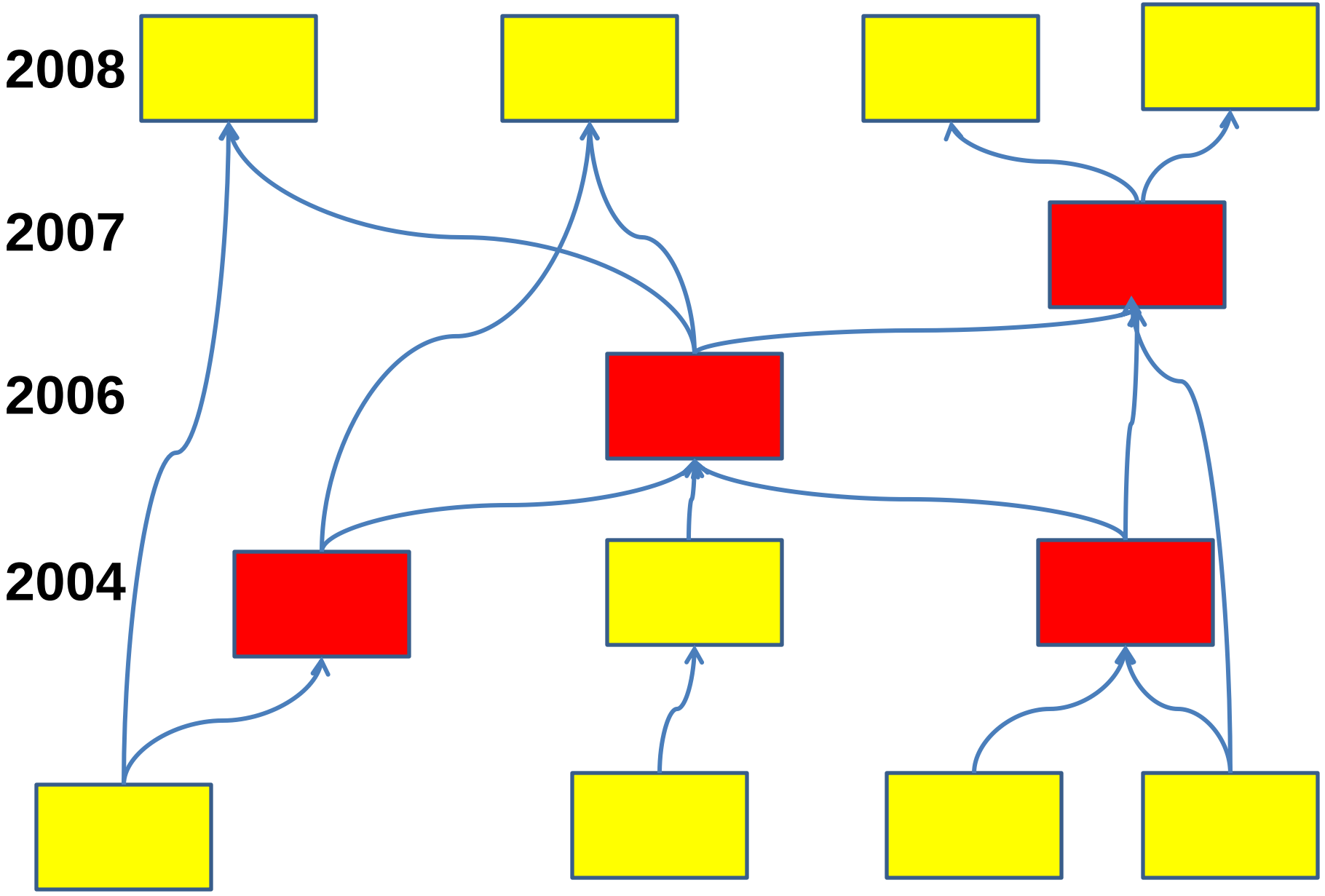
Gustafsson, PA et al. "Breastfeeding, Very Long Polyunsaturated Fatty Acids (PUFA) and IQ at 6 1/2 Years of Age." Acta Pædiatr 93.10 (2004): 1280-1287.

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 a the necessary fatty acids couldbe 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 Gustaffson 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*. Gustaffson is associated with the Division of Child and Adolescent Psychiatry, the Department of Molecular and Clinical Medicine, and University Hospital in Linköpink, Sweden. Thus, although the aforementioned articles center around asthma, Gustaffson 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 Karlsson, is highly knowledgeable in Engineering Science. Karlsson has his Bachelor of Science degree in Automation and his


2008
2007
2006
2004

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:

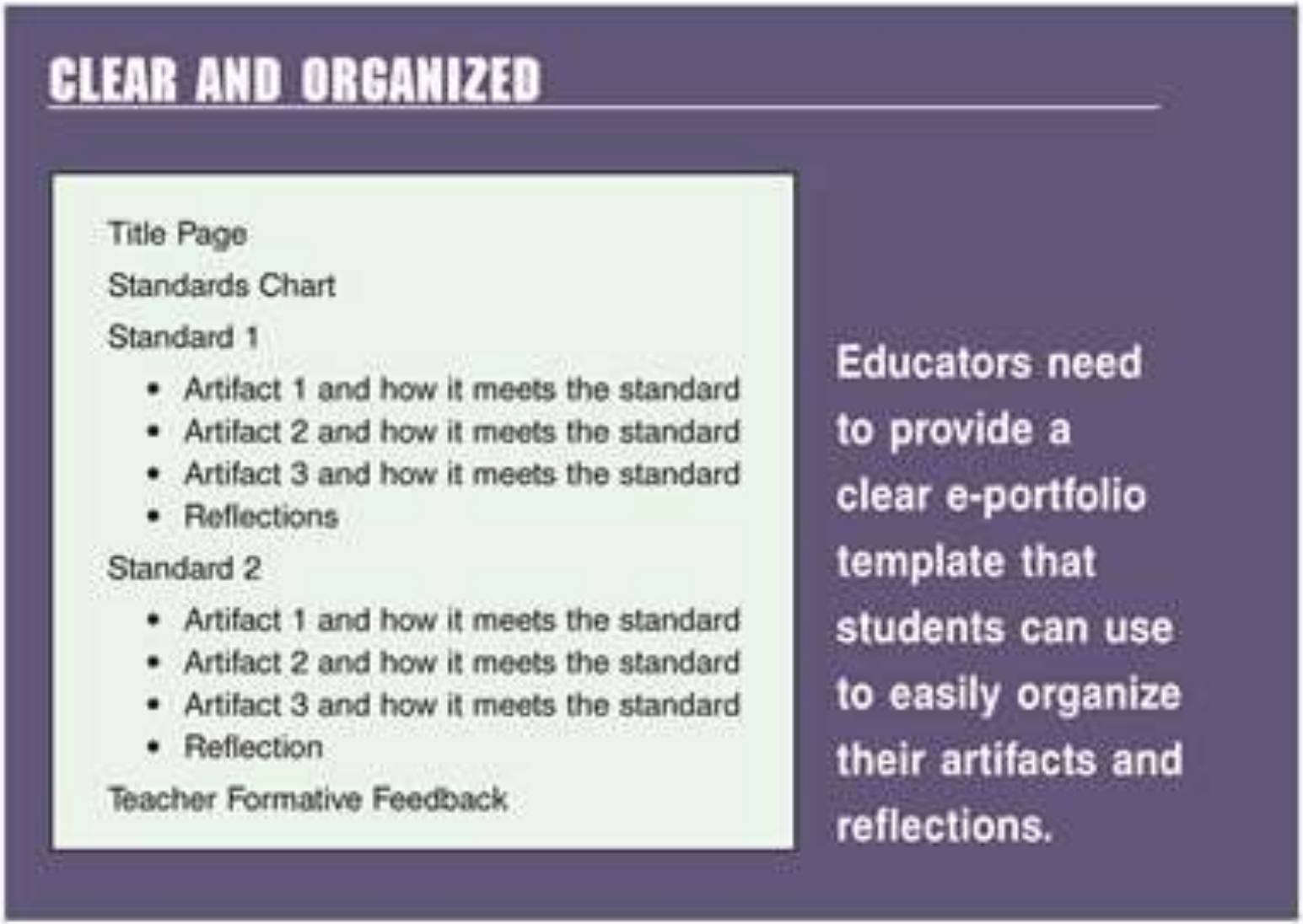
1. **What type of domain does the site come from?**
   Government sites use **.gov** and **.mil** domains. Educational sites use the **.edu** domain. Non-profit organizations use **.org** and business sites use **.com**. Generally, **.gov** and **.edu** sites are considered more trustworthy than **.org** and **.com** sites.
2. **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/
3. **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.
4. **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.
5. **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?



http://www.techlearning.com/techlearning/archives/2007/02/eportfolio_chart2.jpg

Performance Assessments – Benefits

Learning

- Align with learning goals
- Integrate learning and assessment
- Capture higher-order thinking skills
- Support learning in authentic (real life) contexts
- Facilitate transfer of knowledge

Data

- Supply valid data

Other

- Offer equitable approach to assessment

Collaborating with Campus Partners

- Form partnerships with:
  - Disciplinary faculty
    - Achieve both disciplinary and information literacy learning goals/outcomes
  - Student support personnel
    - Communicate about similar challenges
  - Institutional assessment officers
    - Tie into campus-wide efforts and practices

Performance Assessments – Limitations

Data

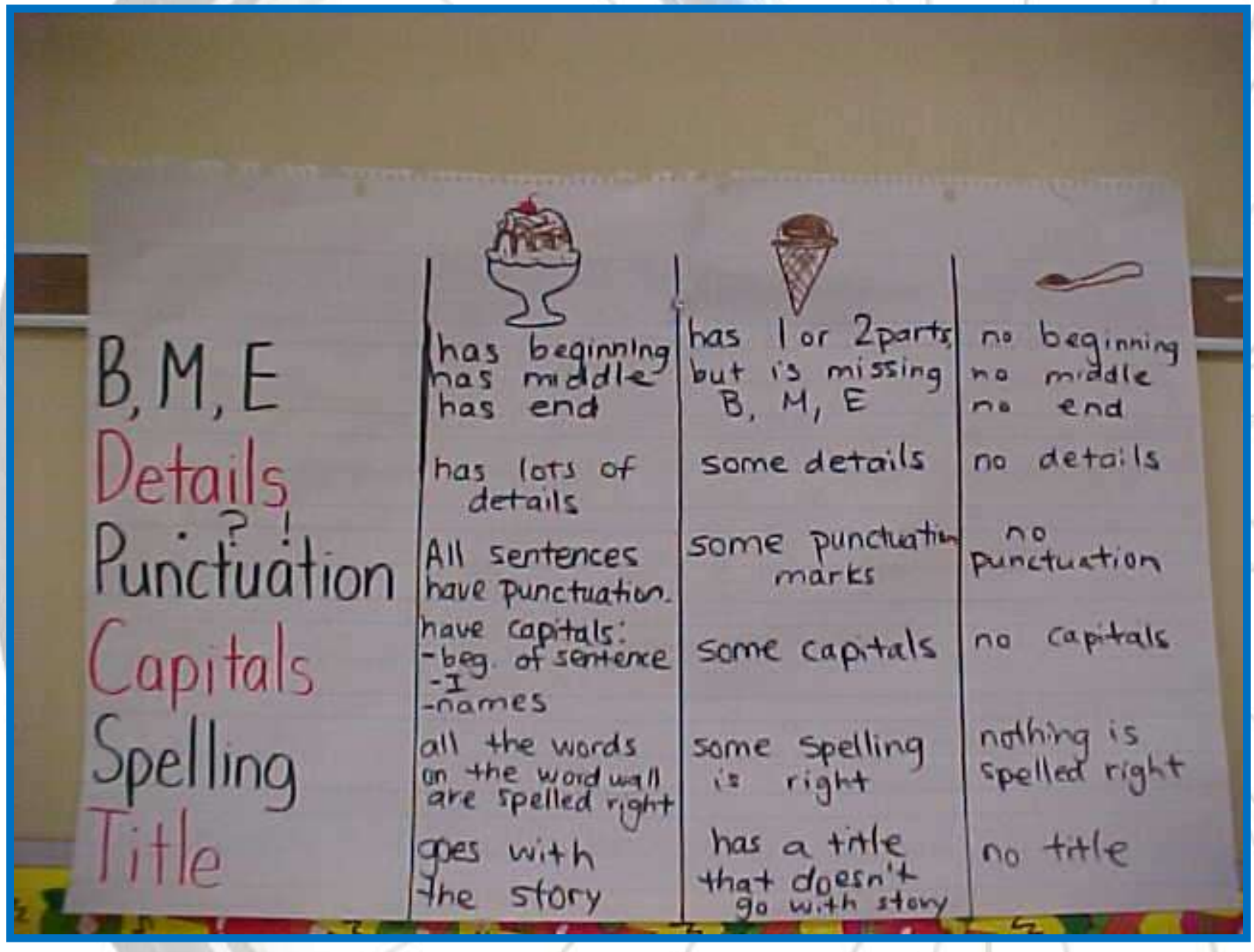
- May have limited generalizability to other settings and populations

Other

- Require time to create, administer, and score

BREAK

Rubrics



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

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

Other

- 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

Rubric Exercise

How can you evaluate…

PAPER?

What indicators of paper quality exist?

Evaluating Paper

- What indicators (criteria) of paper quality exist?
  - Utility
  - Material (ex. wood pulp, recycled content, fabric content)
  - Durability (resistance to wear & tear) or Tensile Strength (stress at which it breaks or tears)
  - Appearance (ex. color, dyes, pattern, brightness)
  - Shape (ex. surface pattern, crinkling, corrugation)
  - Absorption
  - Weight or Thickness/Density
  - Permanence (chemically & physically stable over time)
  - Cost
- What do these criteria “look like” at different levels?

Paper Exercise Instructions

1. Select one criterion for evaluating paper.
2. Decide on what that criterion “looks like” at a poor, medium, and good level.
3. Evaluate the paper samples provided to your group. Determine which paper samples fall in which levels of your rubric.
4. Prepare to report out about your experience & ask questions.

LUNCH

Afternoon Agenda

- Recap of rubric structure & creation
- Development of an information literacy rubric
- Process for “norming” rubrics
  - In theory
  - In practice
- Using rubric results for decision making
- Documenting & reporting results
- Overcoming assessment challenges

Review

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

Information Literacy Rubric Exercise

Performance Measures of Information Literacy Skills

- Observations of student work
- Products of student work
  - Worksheets
  - Sketch maps
  - Open-ended questions
  - Research journals or reflective papers
  - Paper bibliography analysis
  - Portfolios

WASSAIL

(includes open-ended questions regarding website evaluation)

- How can we assess students' ability to evaluate websites?
  - What criteria are we looking for?
  - What does performance of each criterion look like at different levels?

Starting a Rubric

CRITERIA	☹	😐	☺

Starting a Rubric

CRITERIA	☹	😐	☺
AUTHORITY			
BIAS			
CURRENCY			
COVERAGE			

Starting a Rubric

CRITERIA	☹	😐	☺
AUTHORITY		.	

Starting a Rubric

CRITERIA	☹ 1 point	😐 2 points	☺ 3 points
AUTHORITY	Students identify basic hallmarks (name of author/sponsor) of website authority in an example website.	Students identify basic (name of author/sponsor) and advanced (“About Us”, author/sponsor credentials, URLs) hallmarks of website authority in an example website.	Students identify basic (name of author/sponsor) and advanced (“About Us”, author/sponsor credentials, URLs) hallmarks of website authority in an example website and use knowledge of authority to determine whether or not to use a site as a source for an academic assignment.

IPTF International Plastics Task Force

Plastic: A Problem of Global Proportions

Welcome to the International Plastics Task Force, a diverse and committed network of activists, waste management specialists and Non Governmental Organizations world wide. As the plastic industry grows there has been a correlating increase in toxic pollution (both to the environment and to humans) and corporate control over governing bodies intended to protect citizens and the environment from harm. Meanwhile, as plastic wastes become more prolific, less and less effort is being made to document the negative effects of new resin types. We feel that there is an increasing need for activists, ecologists, non-profit organizations and waste management experts to come together in order to share information on plastic waste on an international scale. Plastic has become an environmental problem of global scale, and this group is intended to initiate dialogue and action on these issues.

While plastics are yet to be considered a significant disposal problem in much of the first world (largely because these materials are landfilled--out of sight, out of mind), organizations in the global south have demonstrated considerable concern in regards to the detrimental effects of plastic products, notably the terminal waste generated by their disposal. Direct disposal (littering or dumping)and incineration (burning) of these wastes is a common practice in the global south. Each is harmful to the health of people and the environment. For example, dumping in rivers, streams and even urban drainage systems pollutes water courses and causes flooding. When these waters are unsanitary, they carry disease into the household. The burning of plastics encourages airborne pollution, the majority of which is extremely toxic and can cause a host of health problems (cancer, asthma, etc.). Although landfilling and recycling programs "vanish" the waste problem, each has considerably negative consequences: landfills leak and often contaminate the ground water with toxic liquids and residues. The recycling of plastic is often accomplished by exporting waste materials to Asian countries where recycling facilities are often likened to "sweatshops" where by laborers prepaid little for dangerous work. The increased push for unfettered trade and neo-liberal policy has scudded in intensifying these problems.

We actively encourage commentary and the submission of more information to our website archives. Please contact Tim Krupnik of the Ecology Center in California for more information: **Tim@ecologycenter.org**

1425	Comment on whether or not an author, editor or compiler is identified.
	Tim Krupnik is not the guy who wrote this , he is just a website manager.
	Tim Krupnik, ecology center
	They leave a contact person or compiler: Tim Krupnik.
	Tim Krupnik of the Ecology cetnre
	Tim Krupnik of the Ecology Center in California is the compiler identified.
	There is only a contact person listed, no author.
	Tim Krupnik has some sort of editorial ask if he oversees the website archives
	no name is given
	site organizer - Tim Krupnik
	Tim Krupnik of the Ecology Center in California
	By being able 2 contact Tim Krupnik, it suggests that he has authority of the site.
	There is a name (Tim Krupnik) at the bottom, but he does not take credit for the article, editing the article, or responsibility for the content.
	Krupnik
	Tim Krupnik is mentioned as someone to contact about more information.
	No names anywhere
	Gives contact address of Tim Krupnik
	Tim at the bottom
	Not formally or informally
	Last paragraph.
	Tim Krupnik @ Ecology Center in CA.
	Not clear but it can be assumed that Tim K. compiled it.
	just a broad statement that this is from the International Plastics Task Force, whoever they are.
	Only gives the name of a contact, doesn't indicate he is author/publisher
	The only name I see is Tim Krupnik & I dont think he's identified as anyone in particular
	B/c at the bottom of the page it gives a contact name.

1426	Comment on whether or not there is any indication of affiliation with a reputable corporation or organization.
	IPTF is not reputable
	One would assume that the Ecology center is a reputable source.
	It states the IPTF: International Plastics Task Force.
	IPTF
	Non Government Organizations, waste management specialists are mentioned.
	associates more info available with ecology center in Calif. & IPTF is defined
	It says to get more information you can contact Tim Krupnik at the Ecology Center in California.
	Ecology Center in California
	.org domains are often reputable; its multinational, it is involved in NEOS
	at the top left-hand corner, there is a logo for the IPTF.
	Ecology Centre in California
	IPTF
	I have never heard of IPTF before, which is the organization which I assume is an affiliate to this site.
	Ecology Center in California
	Ecology Center in California
	non-governmental
	The Ecology Center in California
	IPIF
	IPTF - Asia, Africa, Europe, etc...
	How reputable is the Ecology Center in California - no direct affiliation
	is the IPTF reputable?
	Ec. centre in California
	Ecology Center in CA.
	say they are a diverse network of activists, waste mgmt specialists & non gov't organizations
	Though the IPTF name sounds reputable, we are not given other names or references
	Who knows if this is reputable
	The international plastics task force and the Ecology center
	it states the corporation but I don't know if it is reputable unless I looked into the company

WASSAIL Exercise Instructions

1. Examine each student WASSAIL response.
2. Determine where the response falls along the rubric performance levels.
3. You may wish to place it physically at the correct performance level on your example rubric.
4. Prepare to report out about your experience & ask questions.

Norming Rubrics

Norming Procedure

1. Think aloud through using the rubric to assess examples of student work.
2. Ask raters to use the rubric to score student work independently.
3. Bring raters together to review their scores and identify consistencies & inconsistencies.
4. Discuss and reconcile inconsistencies.
5. Repeat steps 2-4 with new student work until inconsistencies are eliminated.

LOBO tutorial

www.lib.ncsu.edu/lobo2

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:

1. ## 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.

2. ## 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/

3. ## 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.

4. ## 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.

5. ## 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.

Evaluation Criteria	Beginning	Developing	Exemplary
Articulates Criteria	0 - Student does not address authority issues. ◯	1 - Student addresses authority issues, but does not use criteria terminology. ◯	2 - Student addresses authority issues and uses criteria terminology such as: author, authority, authorship, or sponsorship. ◯
Cites Indicators of Criteria	0 - Student does not address authority indicators. ◯	1 - Student refers vaguely or broadly to authority indicators, but does not cite specific indicators. ◯	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. ◯
Links Indicators to Examples from Source	0 - Student does not address examples of authority indicators from the site. ◯	1 - Student refers vaguely or broadly to examples of authority indicators from the site under consideration, but does not cite specific examples. ◯	2 - Student cites specific examples of authority indicators from the site under consideration. ◯
Judges Whether or Not To Use Source	0 - Student does not indicate whether or not the site is appropriate to use for the purpose at hand. ◯	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. ◯	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. ◯

RESEARCHER USE ONLY: Total Score ___/8

LOBO Exercise Instructions

Independently…

1. Examine each student LOBO response.
2. Score the response on the rubric.

LOBO Exercise Instructions

As a small group…

1. Discuss the scores you assigned to each student response.
2. Work as a group to resolve inconsistencies.
3. Prepare to report out the scores assigned by the group to each student response.

Overall Picture of Student Skills, n=10

Evaluation Criteria	Beginning	Developing	Exemplary
Articulates Criteria	0 - Student does not address authority issues. # ◯	1 - Student addresses authority issues, but does not use criteria terminology. # ◯	2 - Student addresses authority issues and uses criteria terminology such as: author, authority, authorship, or sponsorship. # ◯
Cites Indicators of Criteria	0 - Student does not address authority indicators. # ◯	1 - Student refers vaguely or broadly to authority indicators, but does not cite specific indicators. # ◯	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. # ◯
Links Indicators to Examples from Source	0 - Student does not address examples of authority indicators from the site. # ◯	1 - Student refers vaguely or broadly to examples of authority indicators from the site under consideration, but does not cite specific examples. # ◯	2 - Student cites specific examples of authority indicators from the site under consideration. # ◯
Judges Whether or Not To Use Source	0 - Student does not indicate whether or not the site is appropriate to use for the purpose at hand. # ◯	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. # ◯	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. # ◯

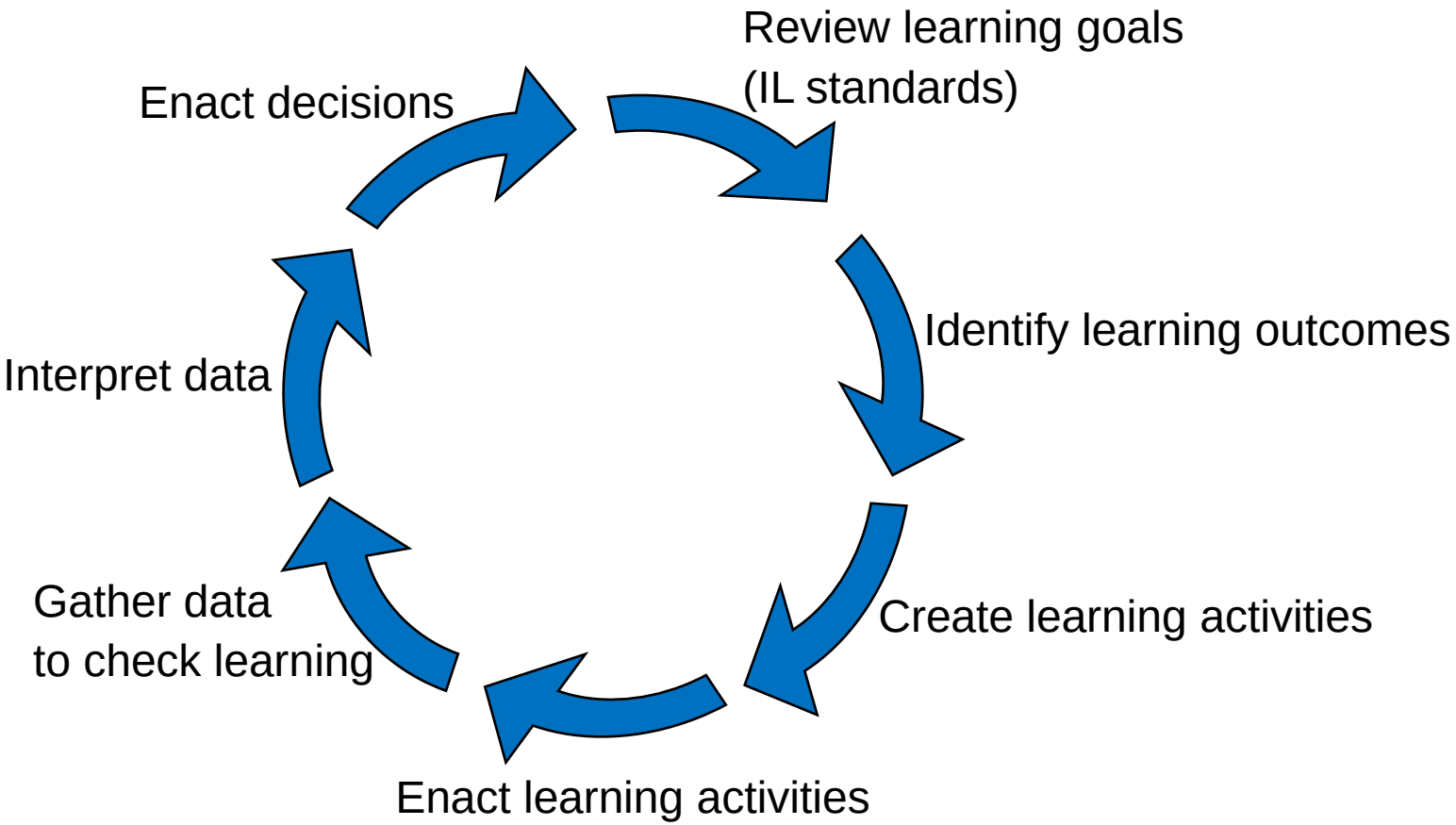
RESEARCHER USE ONLY: Total Score ___/8

BREAK

Using Rubrics for Decision Making

ILI Assessment Cycle

Adapted from Peggy Maki, PhD
& Marilee Bresciani, PhD
By Megan Oakleaf, PhD



Results on a Larger Scale, n=100

Evaluation Criteria	Beginning	Developing	Exemplary
Articulates Criteria	0 - Student does not address authority issues. # x 10 = ___	1 - Student addresses authority issues, but does not use criteria terminology. # x 10 = ___	2 - Student addresses authority issues and uses criteria terminology such as: author, authority, authorship, or sponsorship. # x 10 = ___
Cites Indicators of Criteria	0 - Student does not address authority indicators. # x 10 = ___	1 - Student refers vaguely or broadly to authority indicators, but does not cite specific indicators. # x 10 = ___	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. # x 10 = ___
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x 10 = ___ RESEARCHER USE ONLY: Total Score ___/8

Based on this Data…

- What can you report to stakeholders?
- What decisions can you make?
- What instructional improvements can you make?
- What do you like about this assessment approach?
- What would you change about the next assessment?

Documenting & Reporting Results

Why Document & Report Results?

- No one knows you're engaged in assessment unless you document and report it.
- Learning takes place when documenting—it enables you to "close the loop".
- Documenting gives you evidence of accomplishments and evidence of a plan for improvement.
- Accreditation requires documentation.

Documenting

- Articulate learning goals/outcomes
- Identify target student populations & stakeholder groups
- Explain rationale for assessment tool selection & consider pilot assessments
- Plan for staff responsibilities, especially data analysis
- Anticipate reporting processes

The Reporting Process

- Briefly report assessment method for each outcome.
- Document where the outcome was met.
- Document where the outcome was not met.
- Document decisions made for improvements.
- Refine and repeat assessment after improvements are implemented.

Bresciani

Know your Data & Tell a Story

- Understand your data.
- Consider professional literature and experiences.
- Look for patterns.
- Identify the data that tells you the most about your outcome and is most helpful in making improvements.
- Summarize.
- Determine *which* audiences need to know about *what* information in order to make improvements.

Reporting to Administrators

Use a 3-part reporting strategy:

1. Provide background about the assessment effort itself.
2. Provide assessment results and answer questions stakeholders are likely to have.
3. Provide a follow-up on the status of efforts for improvement and effectiveness of changes.

What about “bad” data?

http://www.ncrel.org/sdrs/areas/issues/methods/assment/as600.htm

Overcoming Challenges

What challenges might I face?

Difficulties with:

- Time (lack of time, difficulty reallocating time)
- Resources (staff, training)
- Knowledge & skills (IL assessment tools, producing assessment results, and using results)
- Centralized support (committee, coordinator)
- Collaboration with faculty & campus-wide assessment efforts
- Clear expectations of librarian roles in assessment
- IL assessment tools that don't adequately measure or describe student IL skills

Bresciani

How can I surmount them?

- Educate
- Clarify
- Collaborate
- Coordinate
- Celebrate
- Be Flexible
- Keep It Simple

Bresciani

Questions?

Follow-up Readings

- Bresciani, Marilee J. *Demonstrating Student Success: A Practical Guide to Outcomes-based Assessment of Learning and Development in Student Affairs*. In Press.
- Radcliff, Carolyn J. et. al. *A Practical Guide to Information Literacy Assessment for Academic Librarians*. Westport, CT: Libraries Unlimited, 2007.
- 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*. Accepted for publication.
- 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*. Accepted for publication.

Considering Assessment:

Evaluating Student Learning & Informing Evidence Based Decisions Using Rubrics & Performance Measures

Megan Oakleaf, MLS, PhD

Extra Slides

Outcome Map

Outcomes	Training Opportunity 1	Training Opportunity 2	Training Opportunity 3	Training Opportunity 4
Outcome A	X	X		
Outcome B		X		
Outcome C			X	
Outcome D	X			X