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The Rubric: An Assessment Odyssey

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Available at: https://works.bepress.com/elisa_acosta/15/
7. Enact Decisions

- Blended Instruction
- Simplify LibGuide and Teaching Points
- Discover Best Practices for Module 3
- Survey Librarians
- Survey English 110 Instructors
- Peer Observation/Evaluation

6. Interpret data

- Average scores for all modules/subsections
- New benchmarks for defining success each year
- Student Outcomes - Results were mixed
- Led to some improvements in teaching material for lower-scoring modules

5. Gather data to check learning

Librarians collect worksheets at end of class
- Y1 = 755 worksheets
- Y2 = 587 worksheets
- Y3 = 910 worksheets

100 random worksheets single-graded using an analytic rubric

4. Enact learning activities

Fall Semester
- Freshman English
- 50 or 75 min. one-shots
- 65 classes
- 1000+ students
- 7 librarians

3. Create learning activities

- Worksheet
- LibGuide
- Lesson Plan

2. Identify learning outcomes

1. Research question
2. Search terms or keywords
3. Google vs. Library
4. Find book
5. Find article

1. Review learning goals

- Create standardized lesson plan
- Could apply to any topic
- Develop learning outcomes and tie to ACRL Info Literacy Competency Standards
- Active learning
- Develop scoring rubric to evaluate skills

Discussion

86% of the Reference librarians felt the teaching expectations for ENGL 110 were clearer as a result of the rubric.

Reference librarians identified several limitations of the rubric, including: difficulty in ranking relevancy of articles; grey areas in trying to judge "good" research questions; length of time it takes to create and calibrate a rubric; the challenging aspect of quantifying the research process.

By using the rubric, we established evidence of student learning and a target outcome for each year.

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