

Loyola Marymount University

From the Selected Works of Elisa Slater Acosta

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The Rubric: An Assessment Odyssey.

Elisa Slater Acosta, *Loyola Marymount University*

Susan [Gardner] Archambault, *Loyola Marymount University*



Available at: https://works.bepress.com/elisa_acosta/15/

The Rubric: An Assessment Odyssey

Elisa Slater Acosta and Susan (Gardner) Archambault | William H. Hannon Library, Loyola Marymount University

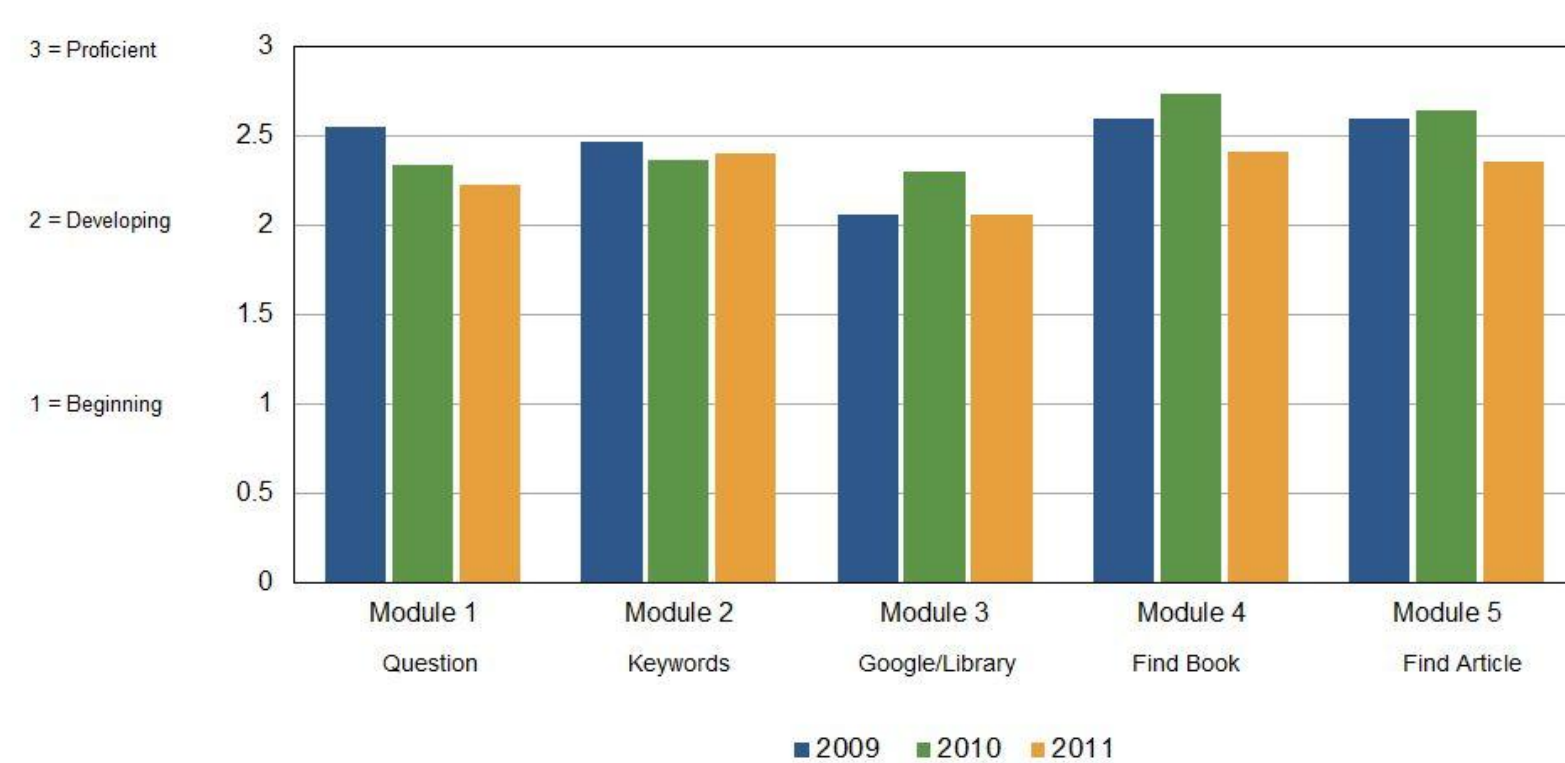
7. Enact Decisions

- 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

Module Averages

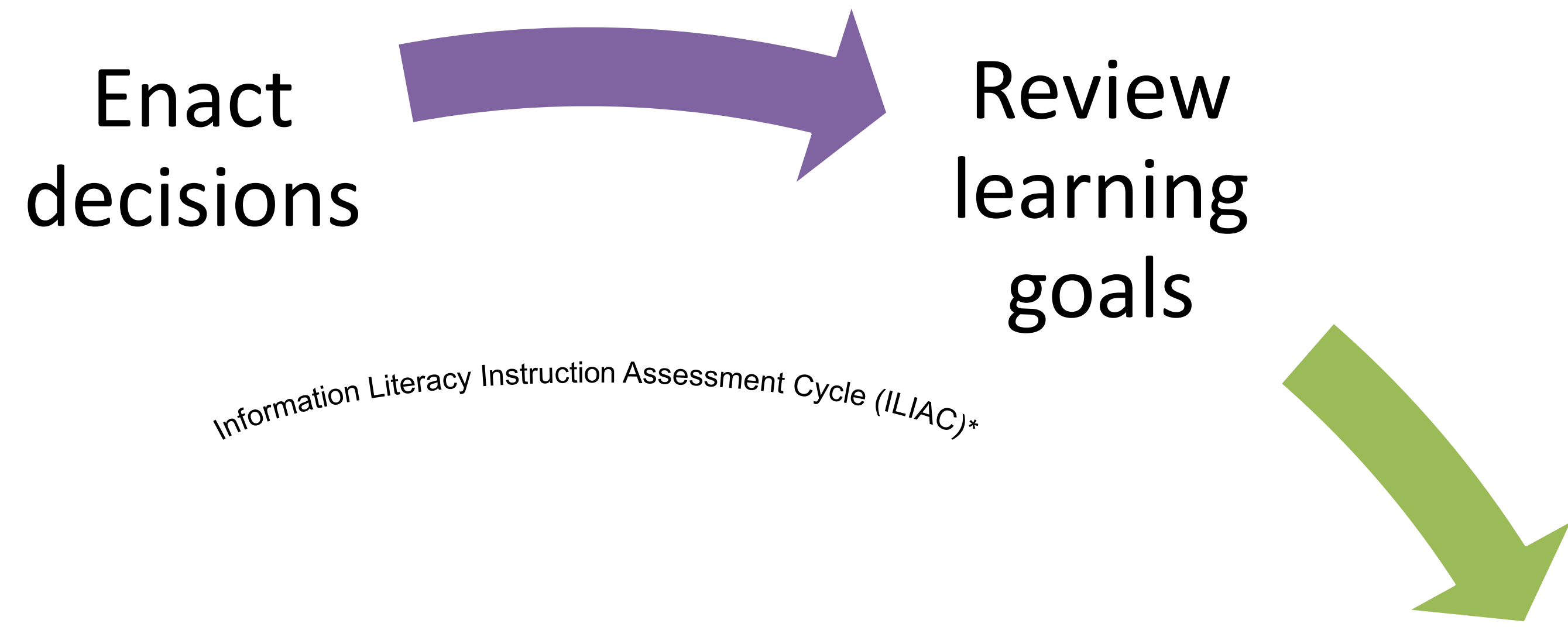


5. Gather data to check learning

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

Module 2	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3
2.a	Identifies key concepts and terms that describe the information needed [ACRL Standard 1, indicator 1.a]	Lists key concepts	Lists zero concepts (did not attempt)	Correctly lists 1 or less of the most important concepts from the research question	Correctly lists 2 out of the 3 most important concepts from the research question	Correctly lists all 3 of the most important concepts from the research question (x1)
2.b	Identifies keywords, synonyms and related terms for the information needed [ACRL Standard 2, indicator 2.b]	Lists relevant synonyms for the key concepts	In the white boxes, lists zero synonyms for key concepts (did not attempt)	In the white boxes, lists a total of 2 or less relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy	In the white boxes, lists a total of 3-4 relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy	In the white boxes, lists a total of 5 or more relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy (x1)



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

1. Review learning goals

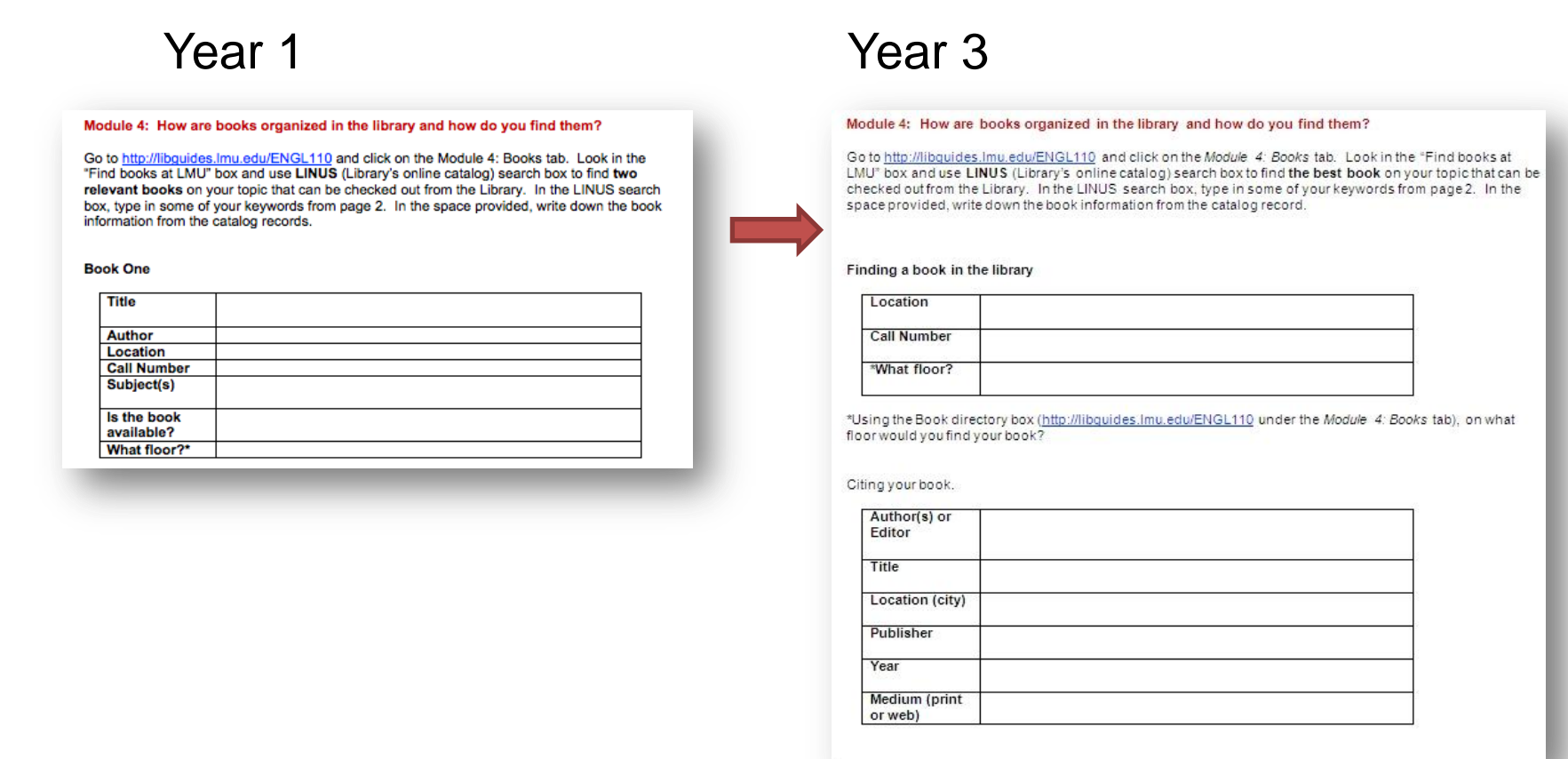
- Create standardized lesson plan
- Could apply to any topic
- Develop learning outcomes and tie to ACRL Info Literacy Competency Standards
- Active learning
- Develop scoring rubric to evaluate skills

2. Identify learning outcomes

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

Identify learning outcomes

Create learning activities

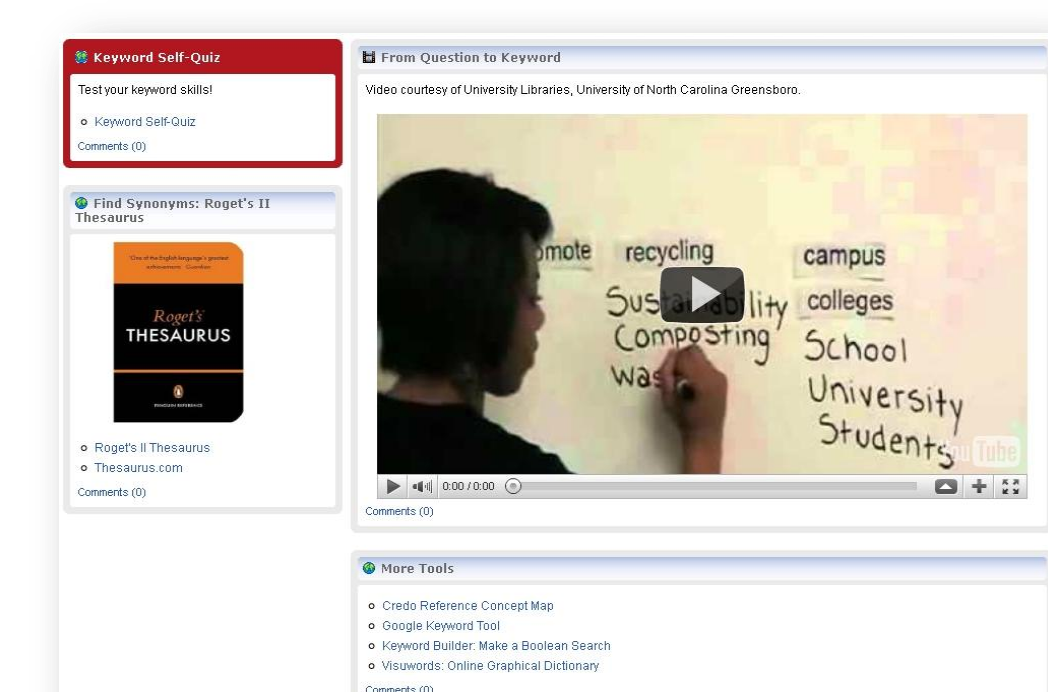


Enact learning activities

4. Enact learning activities

Fall Semester

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



*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.