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The Rubric: An Assessment Odyssey

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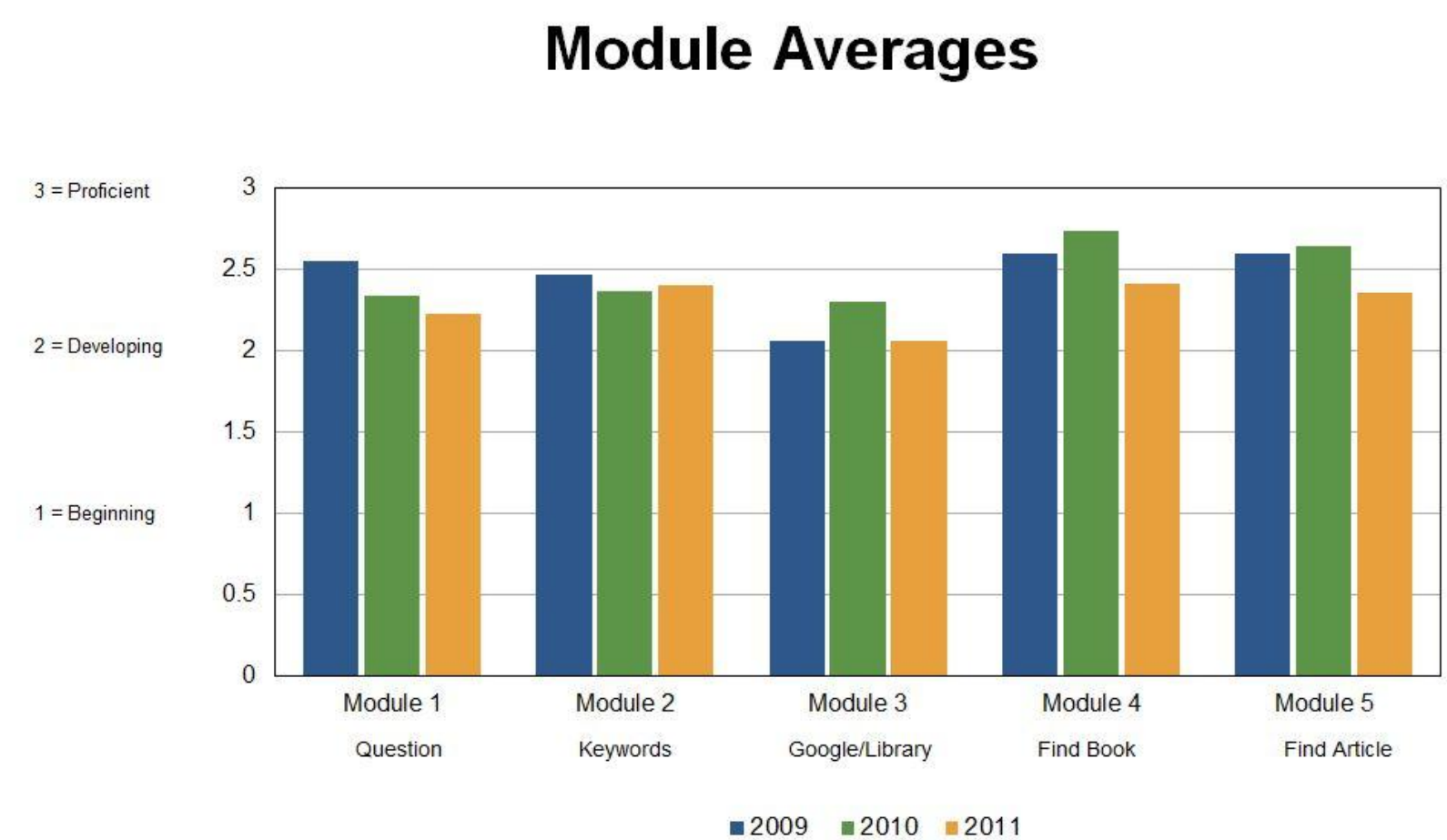
The Rubric: An Assessment Odyssey

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Information Literacy Instruction Assessment Cycle (ILIAC)*

Enact decisions → **Review learning goals** → **Identify learning outcomes** → **Create learning activities** → **Enact learning activities** → **Gather data to check learning** → **Interpret data** → (back to Enact decisions)

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

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

2. Identify learning outcomes

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

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

3. Create learning activities

- Worksheet
- LibGuide
- Lesson Plan

Year 1 → Year 3

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.e]	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)

4. Enact learning activities

Fall Semester

- Freshman English
- 50 or 75 min. one-shots
- 65 classes
- 1000+ students
- 7 librarians
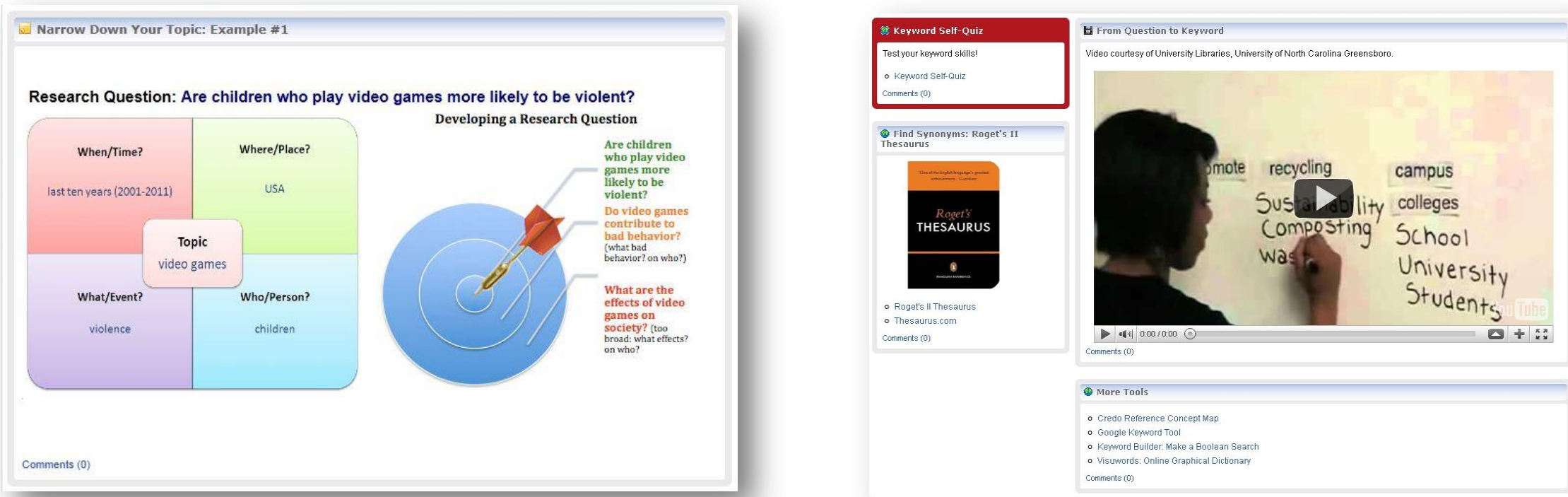
*Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65(4). 2009.