

**Loyola Marymount University**

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**From the Selected Works of Elisa Slater Acosta**

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# The Rubric: An Assessment Odyssey

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Available at: [https://works.bepress.com/elisa\\_acosta/15/](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

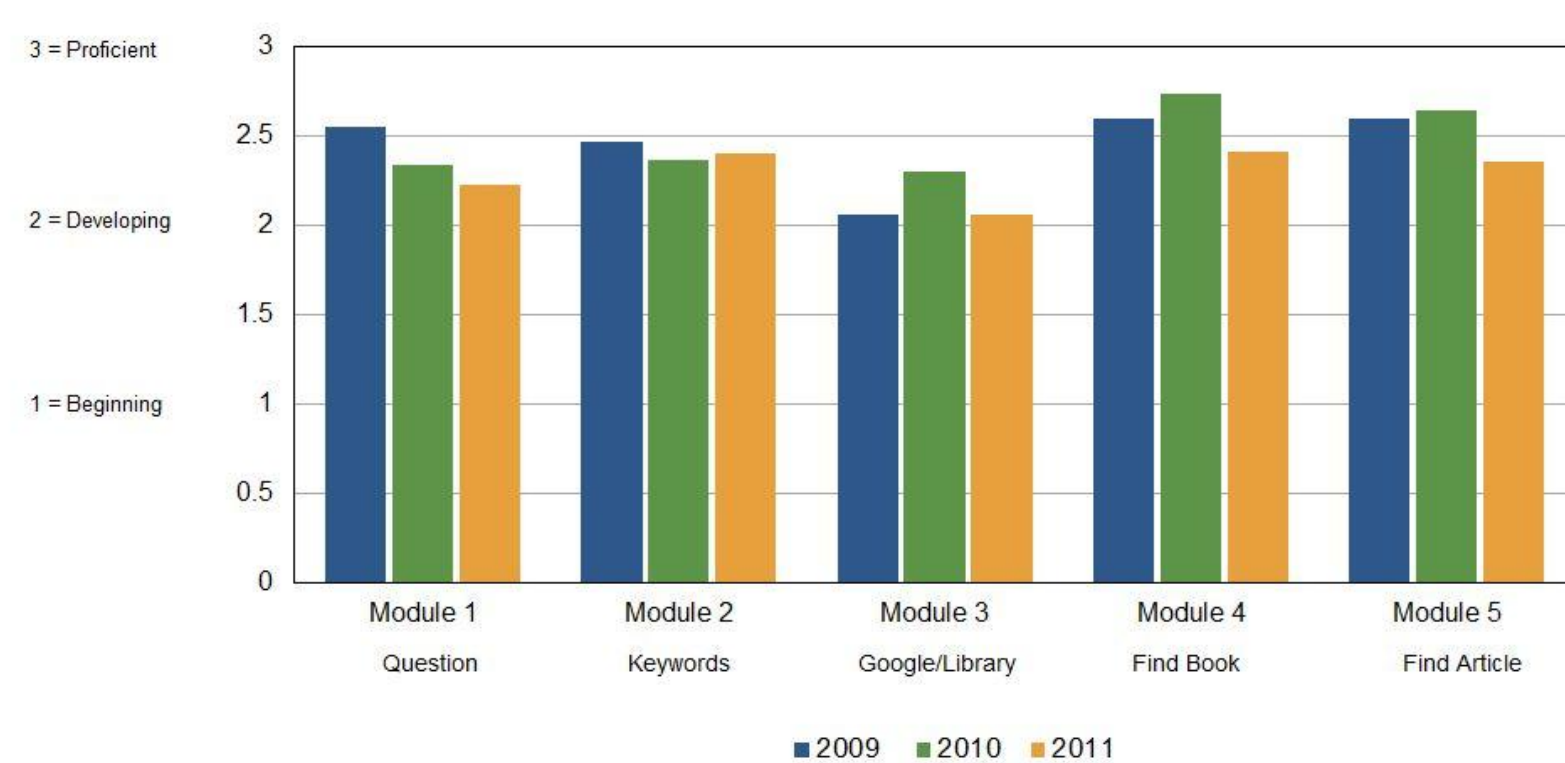
## 7. Enact Decisions

- 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

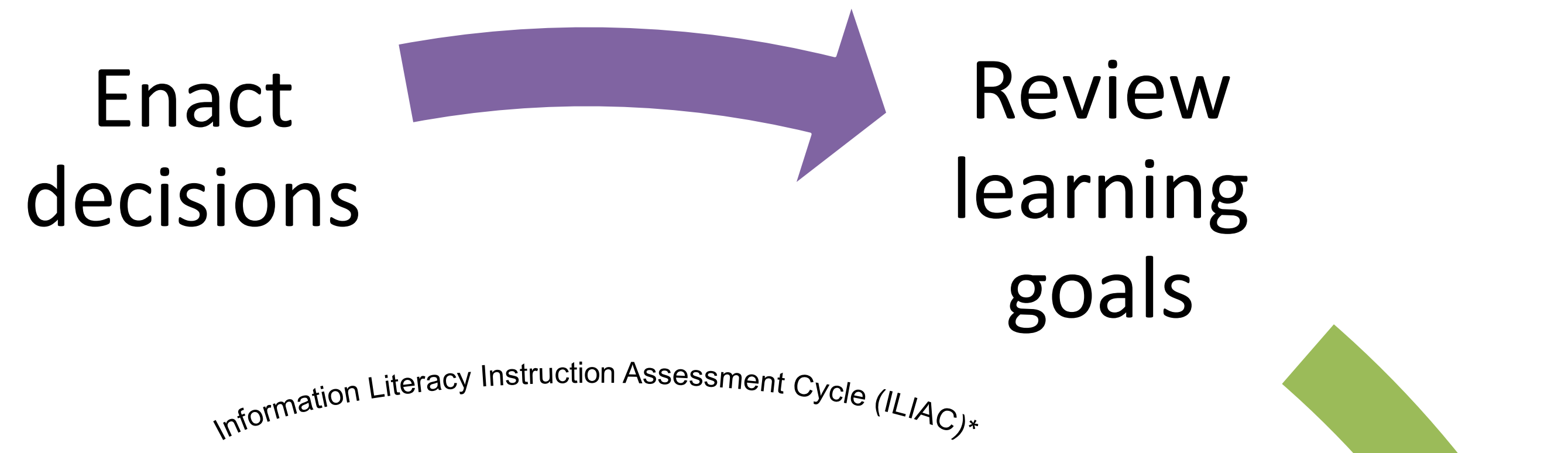


## 5. Gather data to check learning

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

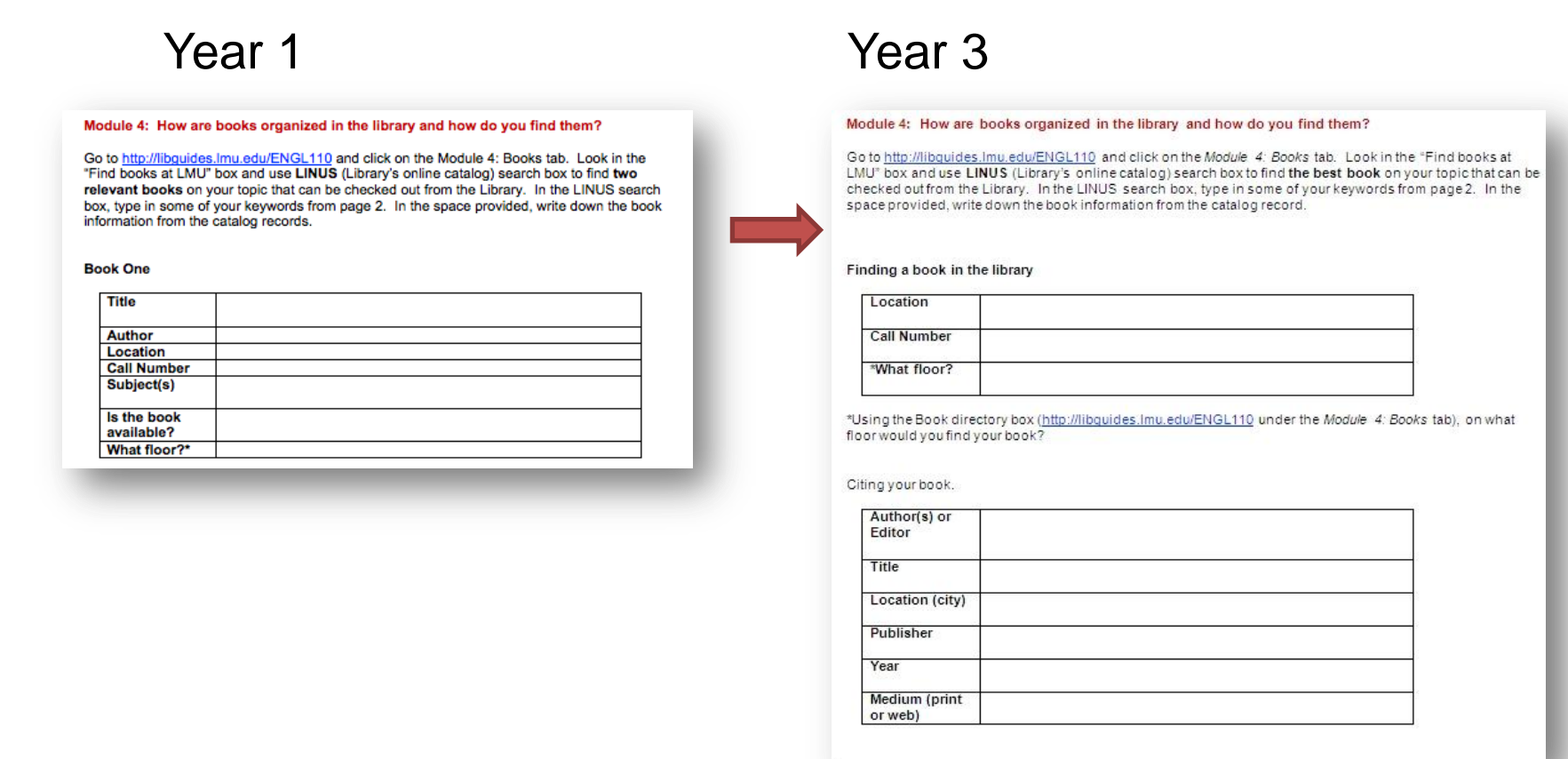
By using the rubric, we established evidence of student learning and a target outcome for each year

## 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



## Create learning activities

## Enact learning activities

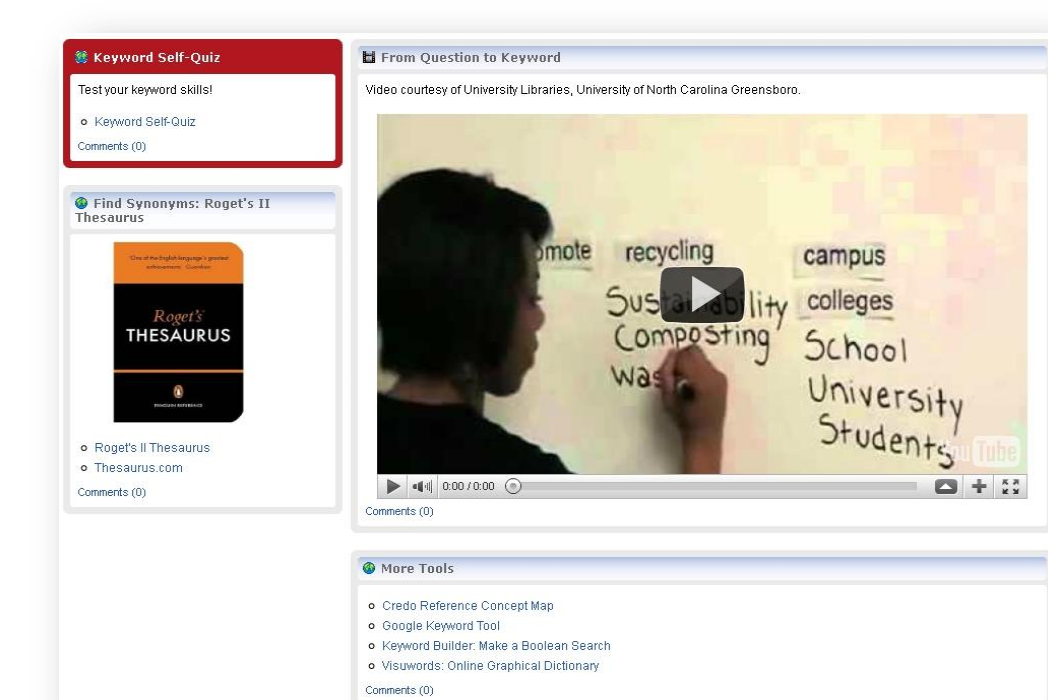
## 3. Create learning activities

- Worksheet
- LibGuide
- Lesson Plan

## 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.