

Loyola Marymount University

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Taste Testing for Two: Using Formative and Summative Assessment

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Taste Testing for Two: Using Formative and Summative Assessment

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NUTRITION INFORMATION

This activity was created to introduce first-year students to library resources they can use for their annotated bibliography assignment. In pairs, students are assigned a task card that requires them to find an information source. After finding a source meeting the criteria of their task card, the student teams input their answers into a Google Form. Formative assessment takes place during class, allowing the librarian to modify instruction on-the-spot based on the responses from the form.

Summative assessment takes place at the end of the semester, when a rubric is applied to a sample of student responses from the activity. This assessment provides a more thorough picture of where students may have succeeded or struggled with the activity, and may provide ideas for how to adjust the activity in the future.

COOKING TIME

20–30 minutes

ACRL FRAMEWORK ADDRESSED

Searching as Strategic Exploration

MAIN COOKING TECHNIQUE

Collaborative learning, discussion, formative

assessment, demonstration, and summative assessment

MAIN INGREDIENTS

- Computer access for each pair
- Google Form and corresponding spreadsheet
- Task cards (class set)
- Grading rubric

PREPARATION

Before the semester begins, create a Google Form and spreadsheet. Create two tabs in the Google spreadsheet (Formative, Summative). Test out the form, spreadsheet, and task cards with your instruction librarians. Print out a class set of task cards for each library classroom. Create a rubric tying specific learning outcomes to questions on the Google Form for use at the end of the semester.

MAIN COOKING TECHNIQUE

1. Students work in pairs to complete one task (1, 2, or 3). Each pair chooses an appropriate library database, finds one “good” source, and answers the questions about their source using the Google Form.
2. Display all responses on the spreadsheet. Ask students to report back to

the class what they found, where they looked, and whether they had any problems finding it.

3. Based on formative assessment, the librarian can demonstrate the discovery tool, a database, library catalog, or reference database, as needed.
4. There are two tabs at the bottom of the Google spreadsheet: 1 (Formative Assessment) and 2 (Do Not Delete! Summative Assessment). After each class, copy from 1 to 2. Delete responses from 1.
5. At the end of the semester, select a random sample of responses from the Summative Assessment spreadsheet and grade them using the rubric.
6. Based on findings from using the rubric, make adjustments to the activity as necessary to address areas of confusion.

ALLERGY WARNINGS

- Encourage students to use their own topics, but provide sample topics for classes that visit the library early in the semester.
- Double-check your “Share” settings in the top right corner of the Google spreadsheet to make sure that all your librarians will be able to edit the spreadsheet.

- We embed our Google Forms into the course LibGuide and teach several classes at the same time. If you have multiple instruction classrooms, create one Google Form per classroom. Just make sure that the students use the correct form!

CHEF'S NOTE

Give students a broad type of information they need to find (i.e. background, scholarly analysis, etc.) instead of telling them which database to use. Don't spoon-feed them! It's okay if they stumble or fail. This activity always generates a good discussion of research strategies and it allows students to learn from each other. For longer classes, have students complete more than one task card. This is a very flexible instruction/assessment activity that can be adjusted to subject-specific classes. We revise the rubric annually and norm it during the summer.

ADDITIONAL RESOURCES

Using formative and summative assessments: <http://bit.ly/tastetest2>.