

A³


Authentic, Active, Assessment:
Assessing In-Class Instruction Student Work

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ALIRT

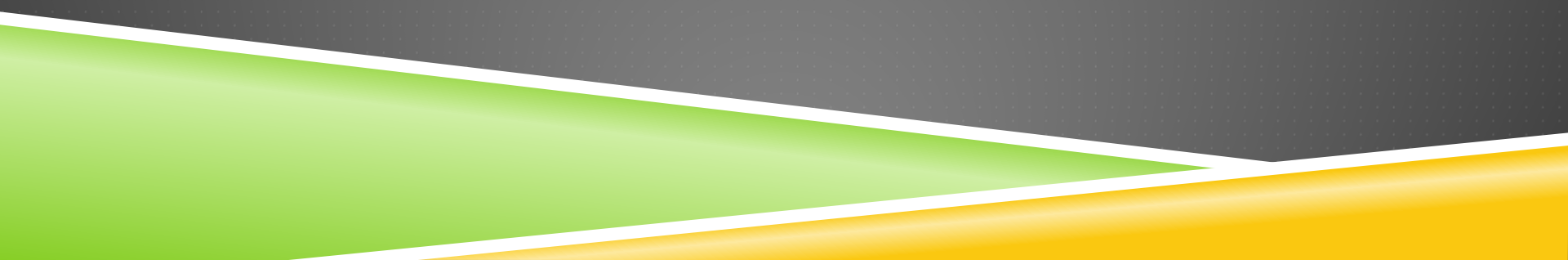
Alabama Library Association

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A³ – Authentic, Active, Assessment

- Auburn's Instruction Program
 - ACRL Information Literacy Standards, Performance Indicators and Outcomes
 - Assessment at All Levels
 - Higher order of thinking and learning
- 



INSTRUCTION PROGRAM ROADMAP

- ▶ What do you want the student to be able to do?
- ▶ What does the student need to know in order to do this well?
- ▶ What activity will facilitate the learning?
- ▶ How will the student demonstrate the learning?
- ▶ How will I know the student has done this well?

--Debra Gilchrist



DESIGNING IL ASSESSMENT

Key considerations:

- ▶ Information literacy is a learning outcome, not a “discipline” or subject
- ▶ The information literate person can DO things– note the active verbs in the definition of IL
 - determine the nature and scope of the information need
 - access information effectively
 - evaluate information
 - use information to accomplish a specific purpose
- ▶ All the above activities involve higher order thinking that goes beyond mere recall or recognition of facts, concepts, or theories

SHOW US WHAT YOU CAN DO...

- ▶ If information literacy involves the ability to DO something, then why not assess IL by asking students to perform those tasks that are integral to seeking and using information & then evaluate that performance?
- ▶ This is what authentic (or performance driven) assessment does.
“[Authentic assessment] is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills”

Jon Mueller (North Central College, IL)

TRADITIONAL –VS– AUTHENTIC ASSESSMENT

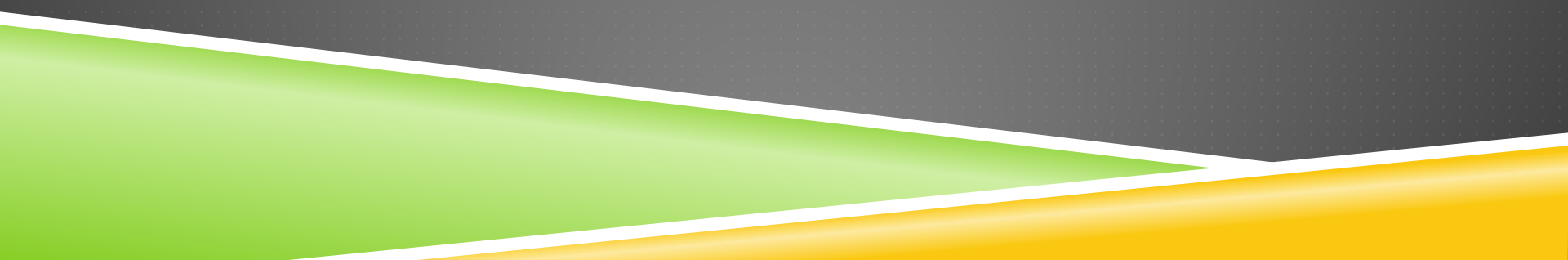
- ▶ Selecting a response –vs– Performing a task
- ▶ Contrived test environment– vs—Real world problem-solving
- ▶ Recall or recognition of facts/concepts—vs—Applying or constructing knowledge

OUR AHA MOMENT

- ▶ We were already asking our students to DO something—to interact with information-- when we asked them to:
 - define their research project
 - apply an information seeking strategy
 - evaluate the sources they retrieved
- ▶ With authentic assessment, the assessment is part of the teaching and learning process. It is not something extra that has to be incorporated into a classroom session.



WHAT AND HOW WE ASSESS

- ▶ Our formal in-class assessments have focused on two activities central to seeking and using information:
 - Identifying keywords that describe a research topic
 - Evaluating sources of information
 - ▶ The in-class activities that we assess ask students to record their thought process on worksheets which we collect
 - We encourage students to treat worksheets as working documents to revisit and revise
 - Carbonless paper allows students to share a copy of their work with us
 - ▶ Student performance is evaluated according to criteria set out in a rubric
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ASSESSING STUDENT PERFORMANCE

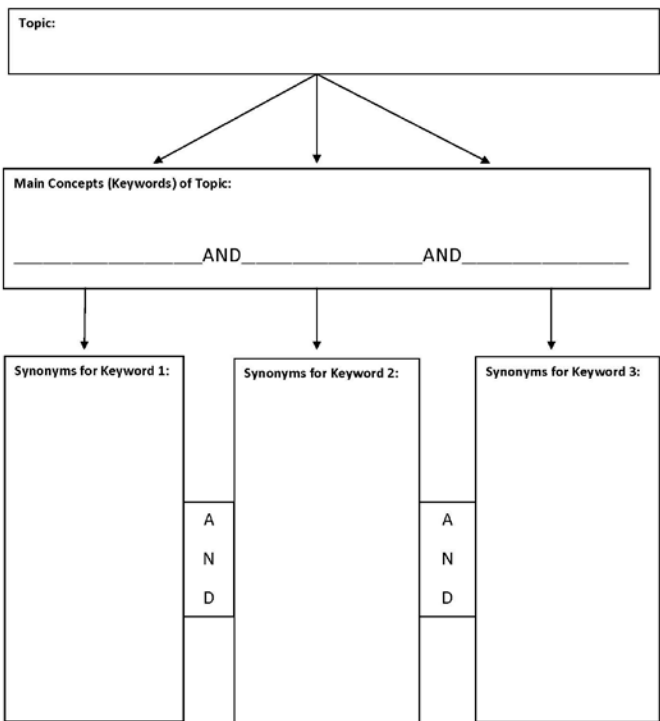
Keywording worksheets address ACRL IL Standard 2

The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2: 2: The information literate student constructs and implements effectively-designed search strategies.

Outcome : Identifies keywords, synonyms and related terms for the information needed

Identifying Keywords/Synonym Development

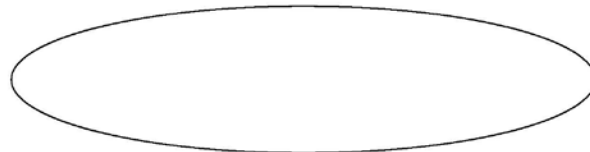


Worksheet 2

Please check the appropriate statement: I am 19 years old or older ____
I am NOT 19 years old or older ____

Topic:

Brainstorm Aspects of Topic:



Research Question/Thesis Statement:

Keyword/s

Keyword/s

Keyword/s

Synonyms

Synonyms

Synonyms

ASSESSING STUDENT PERFORMANCE

Evaluating sources worksheets address ACRL IL Standard 1

The information literate student determines the nature and extent of the information needed.

Performance Indicator 2: 2.: The information literate student identifies a variety of types and formats of potential sources for information.

Outcome : Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

I am 19 years old or older ____

I am NOT 19 years old or older ____

Identifying and Evaluating Articles

Examine your article and answer the following questions:

1. Describe the format of the article:
2. How carefully is the article documented?
3. What are the author's credentials and how do they relate to the article?
4. Who is the intended audience for the article? What leads you to this conclusion?
5. What is the primary purpose or objective of the article? Are there any secondary objectives? Explain your reasoning.

After analyzing the article, you have determined that the article is:

Popular Scholarly

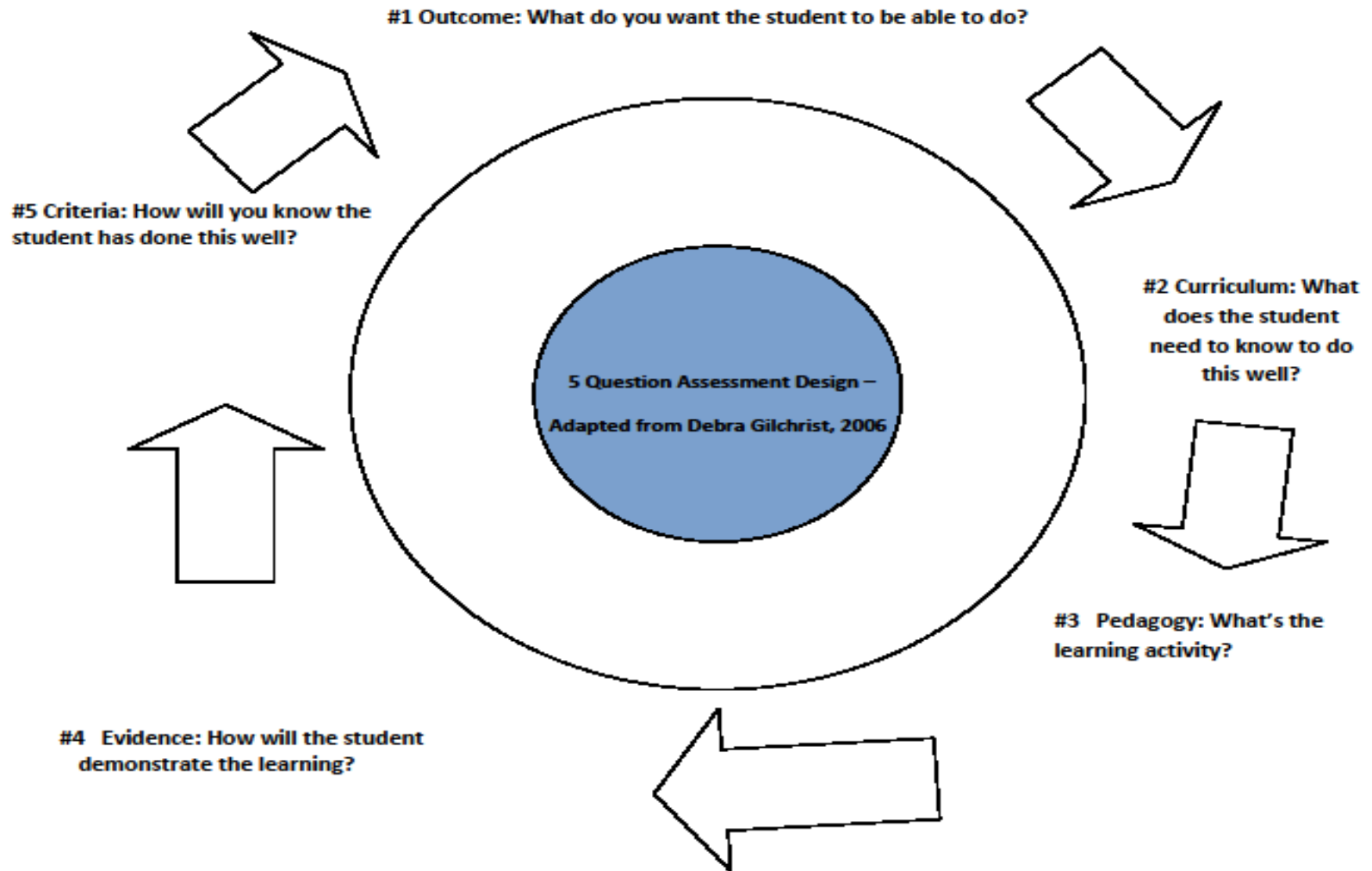
WHAT WE FOUND...

- ▶ How can we use student work to improve teaching and student learning?

OR

- ▶ How can we close the loop?
- 

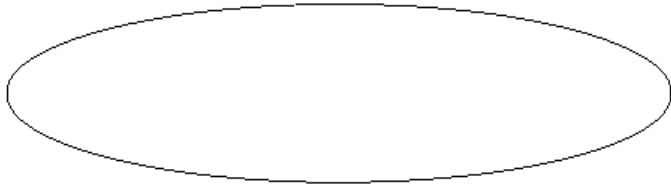
CLOSING THE LOOP



KEYWORDING

Topic:

Brainstorm Aspects of Topic:



Keyword/s

Keyword/s

Keyword/s

Synonyms

Synonyms

Synonyms

Topic Proposal:

Main Keywords of Topic Proposal:

_____ AND _____ AND _____

Synonyms (or other words) for Keyword 1:

Synonyms (or other words) for Keyword 2:

Synonyms (or other words) for Keyword 3:

A
N
D

A
N
D

Please check the appropriate statement:

I am 19 years old or older

I am NOT 19 years old or older

Argument:
To drill or not to drill Alaska's wildlife reserve for oil.

Main Keywords of Argument:
Alaska AND wildlife reserve AND oil

Synonyms (or other words) for Keyword 1:

Synonyms (or other words) for Keyword 2:
Flora
fauna
refuge

Synonyms (or other words) for Keyword 3:
drill
pump
graze

A

N

D

A

N

D

Not every good synonym is a synonym

Please check the appropriate statement: I am 19 years old or older

I am NOT 19 years old or older

Topic:

Brainstorm Aspects of Topic:

IMPROVING COMMUNICATION
TECHNOLOGY IN AFRICA

Omitting crucial
keywords

Keyword/s

IMPROVING

Keyword/s

COMMUNICATION

Keyword/s

TECHNOLOGY

Synonyms

-EXPAND
-ADVANCE
-ENHANCE

Synonyms

CORRESPONDENCE

Synonyms

(COULD INCLUDE
MOBILE PHONES,
SMART PHONES
& PORTABLE
COMPUTERS)

Please check the appropriate statement:

I am 19 years old or older

I am NOT 19 years old or older

Research Question/Thesis Statement/Topic Proposal:

Parents are narcissistic toward their children.

Main Keywords of Research Question/Thesis Statement/Topic Proposal:

sports AND school AND life in general

Synonyms (or other words) for Keyword 1:

Football
Baseball

Synonyms (or other words) for Keyword 2:

education
institution of formal learning

Synonyms (or other words) for Keyword 3:

around the house / succeeding in life

A
N
D

A
N
D

Please check the appropriate statement:

I am 19 years old or older

I am NOT 19 years old or older

Research Question/Thesis Statement/Topic Proposal:

What is the importance of laws in America?

Main Keywords of Research Question/Thesis Statement/Topic Proposal:

Laws AND America AND importance

Synonyms (or other words) for Keyword 1:

legislation
government
Police

A

N

D

Synonyms (or other words) for Keyword 2:

Democracy
Freedom
United States

A

N

D

Synonyms (or other words) for Keyword 3:

reasoning

Topic too broad

EVALUATING SOURCES

I am 19 years old or older ____

I am NOT 19 years old or older ____

Identifying and Evaluating Articles

Examine your article and answer the following questions:

1. Describe the format of the article:
2. How carefully is the article documented?
3. What are the author's credentials and how do they relate to the article?
4. Who is the intended audience for the article? What leads you to this conclusion?
5. What is the primary purpose or objective of the article? Are there any secondary objectives? Explain your reasoning.

After analyzing the article, you have determined that the article is:

Popular Scholarly Trade

I am 19 years old or older Y

I am NOT 19 years old or older _ _

Identifying and Evaluating Articles

Examine your article and answer the following questions.

21

1. Describe the format of the article: Research, informative, Very scholarly
2. How carefully is the article documented?
It's documented very carefully
3. What are the author's credentials and how do they relate to the article?
There are 3 authors and all their credentials seem to be closely related to sustainability
4. Who is the intended audience for the article? What leads you to this conclusion?
people in this field
5. What is the primary purpose or objective of the article? Are there any secondary objectives? Explain your reasoning. To inform, teach

After analyzing the article, you have determined that the article is:

Popular

Scholarly

#2

I am 19 years old or older

I am NOT 19 years old or older

Identifying and Evaluating Articles

Examine your article and answer the following questions:

1. Describe the format of the article:

magazine article.

2. How credibly is the article documented?

3. What are the author's credentials and how do they relate to the article?

no credentials stated within the article.

4. Who is the intended audience for the article? What leads you to this conclusion?

general public, the article level is aimed to everyone.

5. What is the primary purpose or objective of the article? Are there any secondary objectives?

Explain your reasoning.

primary is to inform, a possible secondary is to persuade the audience to the author's political standpoint

After analyzing the article, you have determined that the article is:

Popular

Scholarly

Trade



So what about the rubrics??

- Task-specific criteria
- Keywording : 5-point scale; Evaluating Sources: 3-point scale
- Defined level of performance expected at each point of the scale – good for the majority of papers, but...

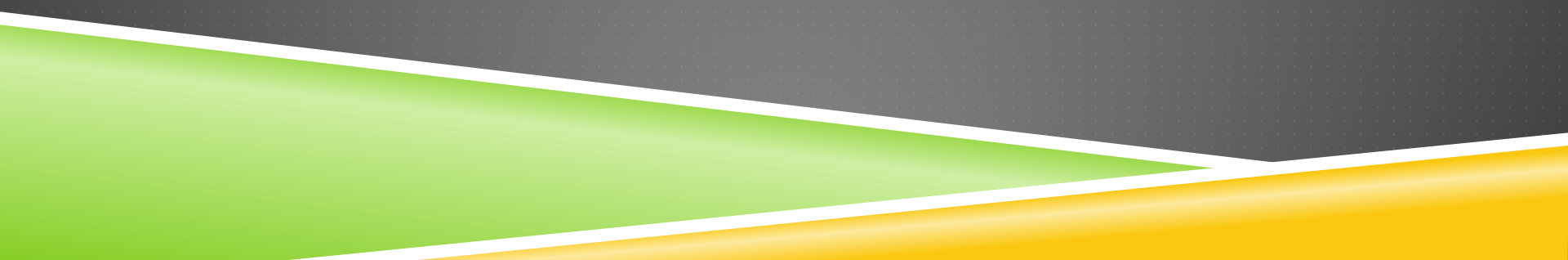
Some student work didn't quite fit into any of the levels

Common challenge!

Expect trial and error



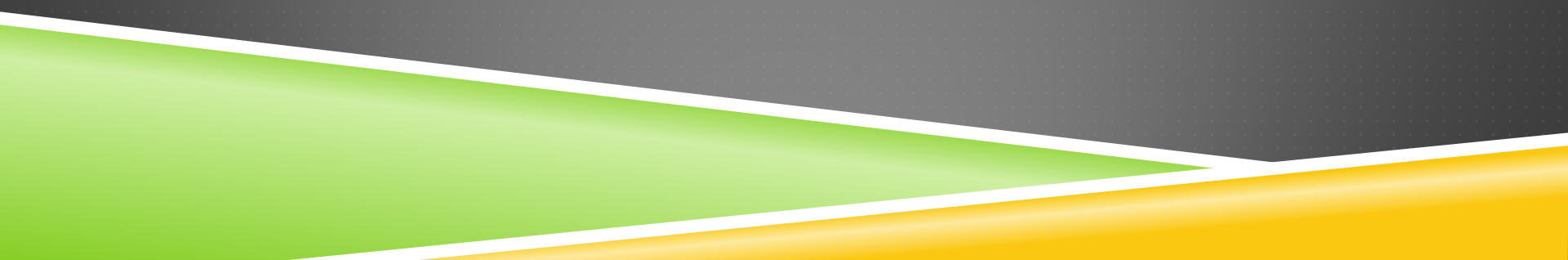
UP NEXT FOR US...

- ▶ Continue to use worksheets and rubrics to “close the loop”
 - ▶ Examine worksheets and rubrics for possible improvements
 - ▶ Look at another outcome – topic development
- 



WHAT YOU CAN DO

- ▶ Doesn't have to be formal
- ▶ Doesn't have to be perfect
- ▶ Use what you got!



THANK YOU! QUESTIONS?

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