A³

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

Toni Carter, Juliet Rumble, Nancy Noe
Auburn University

ALIRT
Alabama Library Association
April 26, 2012
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
Keywording worksheets address ACRL IL Standard 2

The information literate student accesses needed information effectively and efficiently.

**Performance Indicator 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

Topic:

Main Concepts (Keywords) of Topic:

AND

Synonyms for Keyword 1:

AND

Synonyms for Keyword 2:

AND

Synonyms for Keyword 3:

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)
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

#1 Outcome: What do you want the student to be able to do?

#2 Curriculum: What does the student need to know to do this well?

#3 Pedagogy: What's the learning activity?

#4 Evidence: How will the student demonstrate the learning?

#5 Criteria: How will you know the student has done this well?

5 Question Assessment Design – Adapted from Debra Gilchrist, 2006
Worksheet 6

Please check the appropriate statement:

I am 19 years old or older [X] 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:
A N D

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

Synonyms (or other words) for Keyword 3:
A N D

Not every 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

Keyword/s

- IMPROVING
- COMMUNICATION
- TECHNOLOGY

Synonyms

- EXPAND
- ADVANCE
- ENHANCE
- CORRESPONDENCE

(COULD INCLUDE MOBILE PHONES, SMART PHONES & PORTABLE COMPUTERS)
Worksheet 6

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
A N D

Synonyms (or other words) for Keyword 2:

education institution in learning
A N D

Synonyms (or other words) for Keyword 3:

around the house success in life
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

Synonyms (or other words) for Keyword 2:
Democracy
Freedom
United States

Synonyms (or other words) for Keyword 3:
Reasoning

Topic too broad
EVALUATING SOURCES

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
Identifying and Evaluating Articles

Examine your article and answer the following questions.

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
Identifying and Evaluating Articles

Examine your article and answer the following questions:

1. Describe the format of the article:
   - Magazine article.

2. How carefully 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?
   - Primarily 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?

- Toni Carter  tcarter@auburn.edu
- Nancy Noe  noenanc@auburn.edu
- Juliet Rumble  rumbljt@auburn.edu