

# CREATING AUTHENTIC ASSESSMENTS

For Library Instruction and Information Literacy

# What is Assessment?

- Process-oriented measures of progress toward learning outcomes
- Changes in knowledge, behavior
- Several approaches:
  - ▣ Direct or indirect
  - ▣ Quantitative or qualitative
  - ▣ Formative or summative



# Traditional Focus

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- Inputs and outputs
- Satisfaction
- Perceptions
  
- Problem?
- Not measuring learning
- Not aligning library goals with institutional goals

# Defining Differences

## Direct/Authentic

- Measures actual learning
- Tied to predetermined goals
- Involves feedback and adjustment
- **Examples:** Assignments or tests scored against rubrics, portfolios, capstone projects, critical incident questionnaires.

## Indirect

- Measures perceptions of learning or other outcomes such as satisfaction
- Not measured against predetermined goals
- **Examples:** course/class evaluations, focus groups, interviews, surveys

# Changing Perspectives

On Assessment



# First Steps

- Backwards design
  - Defining learning outcomes
  - Identifying evaluative measures/developing rubrics
  - Creating learning activities



# Developing Assessments

- What do we want to measure?
- How do we measure?
- What tools do we need?



# A Menu of Choices

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- Tests/quizzes
- Demonstrations
- Assignments
- Critical incident questionnaires/minute papers
- Bibliography reviews



# Examples

- Utah State assessment tools
  - <http://library.usu.edu/instruct/assessment/index.php>
- RAILS
  - <http://railsontack.info/>
- Jon Mueller's Authentic Assessments
  - <http://jfmuller.faculty.noctrl.edu/toolbox/index.htm>
- University of Maryland- sample assignments
  - [http://umuc.edu/library/tutorials/information\\_literacy/example.shtml](http://umuc.edu/library/tutorials/information_literacy/example.shtml)