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

- 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



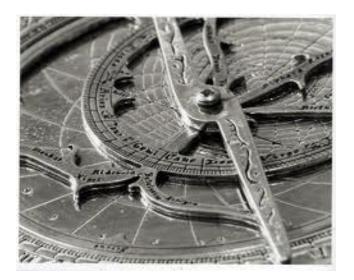
First Steps

- 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

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



- Utah State assessment tools
 - <u>http://library.usu.edu/instruct/assessment/index.php</u>
- - <u>http://railsontrack.info/</u>
- Jon Mueller's Authentic Assessments
 - <u>http://ifmueller.faculty.noctrl.edu/toolbox/index.htm</u>
- University of Maryland- sample assignments
 - <u>http://umuc.edu/library/tutorials/information_literacy_/example.shtml</u>