



Please take a
short survey!

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THE END OF CLASS IS JUST THE BEGINNING

Authentic assessment of
information literacy skills

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First, let's take a quick look
at your [survey responses](#).

- The what

“

“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.”

(Mueller, 2005, p. 2)

● Breaking that down

- ● “Real-world tasks” and “meaningful application”
 - Course assignments (annotated bibliographies, papers, presentations, etc.)
 - Librarian-designed performance tasks (worksheets, etc.)
- “Essential knowledge and skills”
 - Student learning outcomes

● Breaking that down

- “Real-world tasks” and “meaningful application”

- **Course assignments (annotated bibliographies, papers, presentations, etc.)**

- Librarian-designed performance tasks (worksheets, etc.)

- “Essential knowledge and skills”

- Student learning outcomes

“

“Authentic assessment refers to a learner-centred model of evaluation, where a ‘holistic’ impression of assessment is gathered using authentic student work.”

(Carbery & Leahy, 2015, p. 76)

- The why

● Why, in general?

- Mueller's main reasons (2005, p. 3).
 - “Authentic assessments are direct measures” → not just knowledge but application
 - “Authentic assessments capture the constructive nature of learning” → students have to construct knowledge themselves to engage
 - “Authentic assessments provide multiple paths to demonstration of learning” → one size doesn't fit all!

- Why, in information literacy?
- - To provide a more “accurate picture of how students [are] developing IL skills across the curriculum” (Holliday et al., 2015, p. 171).
 - To allow for evaluation of “higher-order skills, such as a student’s ability to integrate new information” (Scharf et al., 2007, p. 462).

● Really, why not?

○ “The use of authentic assessment offers librarians an analysis of how students apply the outcomes taught in a specific class... Because all librarians at Auburn University Libraries integrate at least one active learning component into each class, the authentic assessment of that component results in a seamless process. This solves the challenge of devoting limited class time to assessment while still sufficiently addressing the learning outcomes.”

(Carter, 2012, p. 50)

- The how

● The basics

- ● To engage in authentic assessment of information literacy skills, you need:
 - A teaching partner
 - An assignment that involves the application of information literacy skills
 - A way to assess that application - typically a rubric

- Why do we need a rubric?

- Rubrics help us:

- Be more specific about what we are measuring
- Map what we are measuring back to our student learning outcomes
- Differentiate between different levels of performance



Selecting Rubrics

● AAC&U VALUE Rubric

● The rubric

- Can be adapted or modified to meet institutional needs
 - Turbow and Evener (2016) normed a modified version of the VALUE rubric to determine its usefulness in assessing graduate health science students

- Adapt an existing rubric
 - RAILS (Rubric assessment of information literacy skills) rubrics
 - Rubrics contributed to the ACRL Framework for information literacy sandbox

- Build your own rubric

- [Rinto \(2013\)](#) developed and applied a source evaluation rubric using the CRAAP criteria for English 102.
 - “The goal of the rubric was to identify which evaluative criteria students were not using at all, which they were using in only a shallow way, and which criteria students were using as critical consumers of information.”

- Build your own rubric

- [Carbery & Leahy \(2015\)](#) applied a rubric to an annotated bibliography in a Champlain College Core course
 - The rubric “consists of five criteria: presence of a thesis, variety of sources, quality of citations, completeness of annotations, and holistic impression, and can be mapped to Champlain College’s IL college competency” (p. 79).

- Build your own rubric

- Two of my own rubrics: [ENG](#) | [CCI](#)
 - Designed in collaboration with the course professors (who were both recipients of Information Literacy Course Development Awards at UNCG)
 - Mapped to specific outcomes from our [Learning Outcomes for Information Literacy](#) (which have since been replaced)

- Build your own rubric

- ● For an excellent list of resources, check out Project CORA's FAQ page on [Creating a rubric](#)

- Developing a plan

● On your notecard (or in your notes)...

- List a course you think would be a good candidate for authentic assessment at your institution.
 - First-year courses, large general education courses, research methods courses, and capstones are all great places to start
- Identify a specific assignment in that course that would lend itself to authentic assessment.

● Finally...

● Set an achievable goal!

○ For example:

- Do some reading to learn more about how other librarians are engaging in authentic assessment.
- Contact a course instructor or coordinator that you already consider an information literacy advocate.
- Investigate options for librarian-designed authentic assessment (in-class worksheets or activities).
- Talk to a librarian colleague to brainstorm authentic assessment ideas.

- References and resources

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Thanks!

ANY QUESTIONS?

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● CREDITS

- Special thanks to all the people who made and released these awesome resources for free:
 - Presentation template by [SlidesCarnival](#)