Happy RAILS To You!

Using Rubrics for Authentic, Reliable, and Convincing Learning Assessments

Almost 100 rubrics online at **www.railsontrack.info**!

rails

Rubric Assessment of Information Literacy

Project Purpose

- Investigate an analytic rubric approach to information literacy assessment in higher education
- Develop:
  - A suite of information literacy rubrics
  - A model of analyzing scores (reliability & validity)
  - Training materials for training/norming/scoring
  - Indicators of rater expertise
  - Website to disseminate assessment results & information about teaching/learning improvements as a consequence of rubric assessment

2010-2012
10 Participating Institutions

- 10 "lead" librarians met for intensive rubric training and developed draft rubric customized for their institution.
- Lead librarians secured examples of student work (100+ x 10 = 1000) and raters (10 x 10 = 100).
- PI visited each campus to lead rubric revision, norming, scoring.
- Analysis is ongoing!

Rubric Norming Process

1. Think aloud through scoring several examples.
2. Ask raters to independently score a set of examples that reflects the range of services libraries produce.
3. Bring raters together to review their scores to identify patterns of consistent and inconsistent scores.
4. Discuss and then reconcile inconsistent scores.
5. Repeat the process of independent scoring on a new set of examples.
6. Again, bring all raters together to review their scores to identify patterns of consistent and inconsistent scores.
7. Discuss and then reconcile inconsistent scores. This process is repeated until raters reach consensus about applying the scoring rubric. Ordinarily, two to three of these sessions calibrate raters' responses.

"RAILS has enabled us to put systems and procedures in place that we will draw on for all subsequent assessment efforts!"

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Lessons Learned

⇒"**I know** an information literate student when I see one" **does not equal** "**I can articulate** what information literacy skills look like in artifacts of student work."

⇒If we want to make high-stakes decisions about student lives, we must investigate, not assume, interrater reliability.

⇒The process of writing and rating with rubrics results in **improvements in teaching, assessment, collaboration**, etc.

⇒**Norming is essential** for establishing shared understanding of the rubric and achieving greater inter-rater reliability .

⇒Almost everyone likes norming, and many people are surprised by how much they like it .

⇒**Analytical rubrics appear to be more effective** when assessing student artifacts than holistic rubrics .

⇒**Specific, precise, explicit, detailed performance descriptions are crucial** to achieve interrater reliability .

⇒Raters appear to be more confident about their ratings when student artifacts are concrete, focused, and shorter in length .

⇒The **best raters "believe in" outcomes**, value constructed consensus (or can "disagree and commit"), negotiate meaning across disciplines, develop shared vocabulary, etc .

RAILS "changed the way I teach…[the teaching] session has more structure, and the students seem much more engaged."

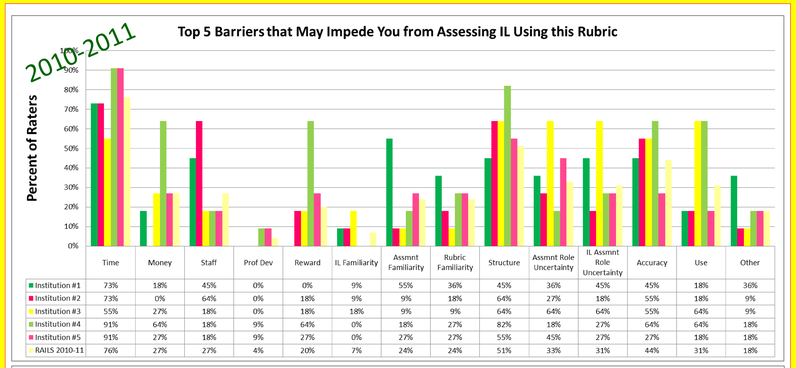
2010-2012

Criteria with High Interrater Reliability Results

Criteria	3	2	1	0
Identifies Keyword	Student identifies keywords in complex relationships with each other.	Student identifies keywords and related terms or synonyms.	Student identifies keywords.	Student does not identify keywords.
Cites Sources	Student cites sources in a specific or required citation style with few errors.	Student cites sources in a specific or required citation style with multiple errors.	Student cites sources incompletely and/or not in adherence with a specific or required citation style.	Student does not cite sources.
Identifies Types of Information Sources (books, peer-reviewed articles, data, etc.) **Specific to the Research Need**	Student identifies multiple information source types to search for that are relevant to their research need.	Student identifies at least one information source type to search for that is relevant to their research need.	Student identifies information source types to search for, but none are relevant to the research need.	Student does not identify information source types to search for.
Defines Research Topic/ Thesis Statement	Student defines a multi-faceted research topic/thesis statement with a developed relationship between/ among facets.	Student defines a multi-faceted research topic/thesis statement without a developed relationship between/ among facets.	Student defines a single-faceted research topic/thesis statement, or is too broad/narrow.	Student does not define a research topic/thesis statement.
Identifies Relevant Types of Sources	Student uses subject-specific databases appropriately matched to the target assignment.	Student uses non-subject-specific databases appropriately matched to the target assignment (ex. Academic Search Premier, LexisNexis, National Newspapers).	Student uses free web or non-article database information sources (ex. Google, encyclopedia, "Sage"), and/or sources are not appropriately matched to the target assignment (ex. "Ebsco").	Student does not show evidence of using information sources.
Applies Evaluative Criteria – Currency	Student states source currency or publication date and accurately assesses the appropriateness in the context of research topic/thesis statement.	Student states source currency or publication date, but inaccurately assesses the appropriateness in the context of research topic/thesis statement.	Student states source currency or publication date, but does not assess the appropriateness in the context of the research topic/thesis statement.	Student does not address source currency or publication date.
Applies Evaluative Criteria – Authority	Student articulates author's credentials accurately, in context of research topic/ thesis statement.	Student articulates author's credentials accurately, without context of research topic/thesis statement.	Student provides an inaccurate analysis of author's credentials.	Student does not identify author's credentials.

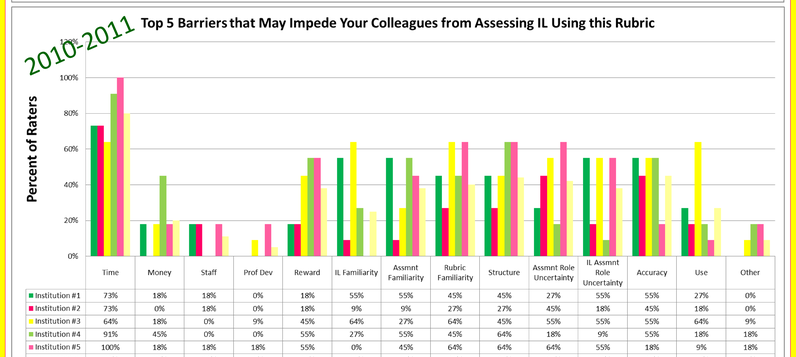
"The RAILS project was an empowering act for me. It will strengthen my teaching...because I now understand what the students really are not getting. This rubric creation and rating experience has facilitated valuable reflection on my teaching practice and I hope to weave what I now understand into my teaching the next time around."

2010-2011



	Time	Money	Staff	Prof Dev	Reward	IL Familiarity	Assmnt Familiarity	Rubric Familiarity	Structure	Assmnt Role Uncertainty	IL Assmnt Role Uncertainty	Accuracy	Use	Other
Institution #1	73%	18%	45%	0%	0%	9%	55%	36%	45%	36%	45%	45%	18%	36%
Institution #2	73%	0%	64%	0%	18%	9%	9%	18%	64%	27%	18%	55%	18%	9%
Institution #3	55%	27%	18%	0%	18%	18%	9%	9%	64%	64%	64%	55%	64%	9%
Institution #4	91%	64%	18%	9%	64%	0%	18%	27%	82%	18%	27%	64%	64%	18%
Institution #5	91%	27%	18%	9%	27%	0%	27%	27%	55%	45%	27%	27%	18%	18%
RAILS 2010-11	76%	27%	27%	4%	20%	7%	24%	24%	51%	33%	31%	44%	31%	18%

2010-2011



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Institution #3	64%	18%	0%	9%	45%	64%	27%	64%	45%	55%	55%	55%	64%	9%
Institution #4	91%	45%	0%	0%	55%	27%	55%	45%	64%	18%	9%	55%	18%	18%
Institution #5	100%	18%	18%	18%	55%	0%	45%	64%	64%	64%	55%	18%	9%	18%
RAILS 2010-11	80%	20%	11%	5%	38%	25%	38%	40%	44%	42%	38%	45%	27%	9%

Please rank order the top 5 barriers (1 = most significant barrier) that may impede you from assessing information literacy using this rubric, or an adaptation of it?

___ Lack of time
___ Lack of financial resources
___ Lack of staff support
___ Lack of professional development opportunities
___ Lack of reward for effort
___ Lack of familiarity with information literacy
___ Lack of familiarity with assessment
___ Lack of familiarity with rubrics
___ Lack of coordinated structures for assessment ("point person", committee, etc.)
___ Uncertainty about librarian or faculty role in assessment (beyond student grades)
___ Uncertainty about librarian or faculty role in information literacy assessment (beyond student grades)
___ Concerns about utility or accuracy of assessment tools
___ Concerns about use of assessment data
___ Other (Please describe in the space below.)

***10 Institutions, 110 Raters, and 1000 Students** in 2 Years...What We Learned...and **What You Need to Know**!*