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, and scoring
- Analysis is ongoing!

Rubric Norming Process
1. Think aloud through scoring several examples.
2. Ask raters to independently score a set of examples.
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.

Emerging Practices
- Start with established partners, existing librarian/disciplinary faculty collaborations
- Evaluate a skill relevant to many campus partners (ex. use information legally and ethically)
- Start with short assignments, something manageable
- Meet with stakeholders regularly to review and improve assessment and rubric
- Include those who can help disseminate results and promote IL assessment efforts across campus
- Take a long-term view: see a process of building a culture of assessment and improvement

Where do we go from here?
Key questions for the future…

- How can we continue to use our RAILS experience and data to make changes to instruction, assessment, and faculty-librarian collaborations?
- What does it mean to go from a one-time (pilot) project to full-scale implementation of rubric assessment?
- How do we scale assessment projects in ways that are sustainable and manageable for librarians and campus partners?
- How do we manage, analyze, and communicate assessment data?

Closing the loop …
“RAILS has enabled us to put systems and procedures in place that we will draw on for all subsequent assessment efforts!”
RAILS “changed the way I teach...[the teaching] session has more structure, and the students seem much more engaged.”
“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 exercise has facilitated valuable reflection on my teaching practice and I hope to weave what I now understand into my teaching the next time around.”