

Off the RAILS! The Rubric Assessment of Information Literacy Skills (RAILS) Project at UW Bothell



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<http://railsontack.info/>

- Directed by Megan Oakleaf (Syracuse University), funded by the Institute of Museum and Library Services (IMLS)
- 3 years, 10 institutions
- Investigates how rubrics can be used by librarians & faculty to assess IL skills
- Practical assessment tools & results + broader research questions

Why did we want to participate?

1. Kick-start our assessment activities
2. Learn more about developing student learning outcomes & using rubrics to measure outcomes



What did we do?

- Developed a local rubric focused on using information legally & ethically
- Collected 100 samples of student work
- Assembled a team of 11 faculty & librarians to assess student work
- Participated in a day-long process of norming and scoring of student work



How did this help us?

- Demystified the process: assessment is do-able!
- Started a sustainable assessment process
- Clarified our assessment goals
- Increased our understanding of rubrics
- Provided a basis for conversations with faculty about assignment design & expectations for student work

UW Bothell RAILS Project Rubric

Use Information Ethically and Legally	Performance Level 3:Advanced Applies outcome successfully; Many strengths are present	Performance Level 2: Developing Shows skill in this outcome; Improvement still possible	Performance Level 1: Beginning Evidence of the outcome may be minimally or not at all present; Need for improvement outweighs apparent strengths
Style conventions	Follows style guide conventions correctly	Follows style guide conventions with errors	Does not follow style guide conventions
Bibliography and in-text citations	Bibliography & in-text citations are consistent with each other and references are complete*	Includes a bibliography or in-text citations that may contain omissions or that may not consistently correspond*	Does not include a functional bibliography and/or in-text citations*
Common knowledge and attribution of ideas	Consistently distinguishes between common knowledge and ideas requiring attribution	Inconsistently distinguishes between common knowledge and ideas requiring attribution	Does not distinguish between common knowledge and ideas requiring attribution
Paraphrasing, summarizing, quoting	Paraphrases, summarizes, or quotes in order to integrate the work of others into their own	Paraphrases, summarizes, or quotes, but does not always select appropriate method for integrating the work of others into their own	Does not paraphrase, summarize, or quote in order to integrate the work of others into their own

Rubric Norming Process

1. Project leader models “think aloud” scoring of an example.
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 steps 2-4.

Note: Ordinarily, two to three of these sessions calibrate raters’ responses.

From: Megan Oakleaf (2011). *Rubric Assessment of Information Literacy Skills (RAILS) training session* [Powerpoint slides].

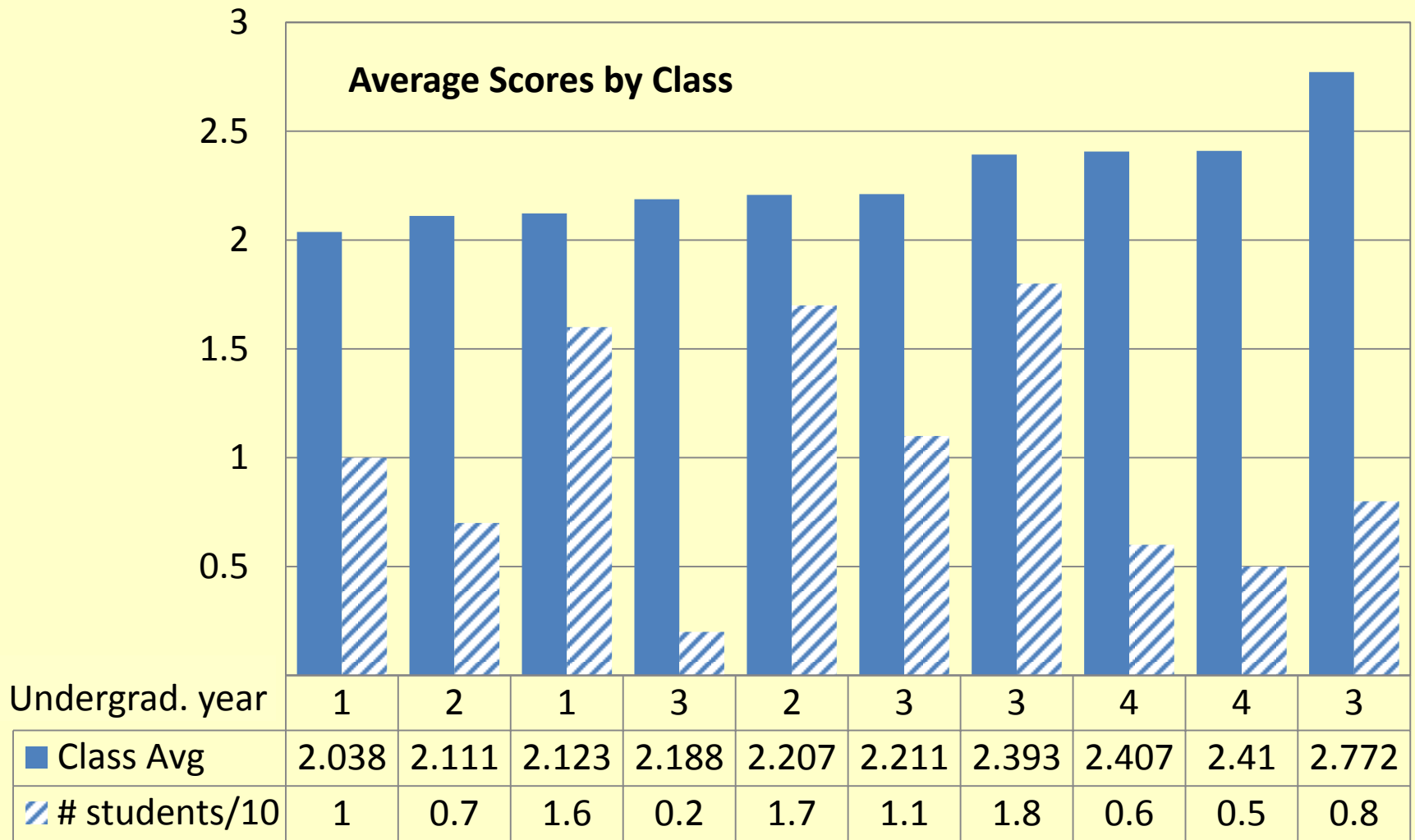
Your Turn: Independent Scoring

- What scores would you assign to this example?

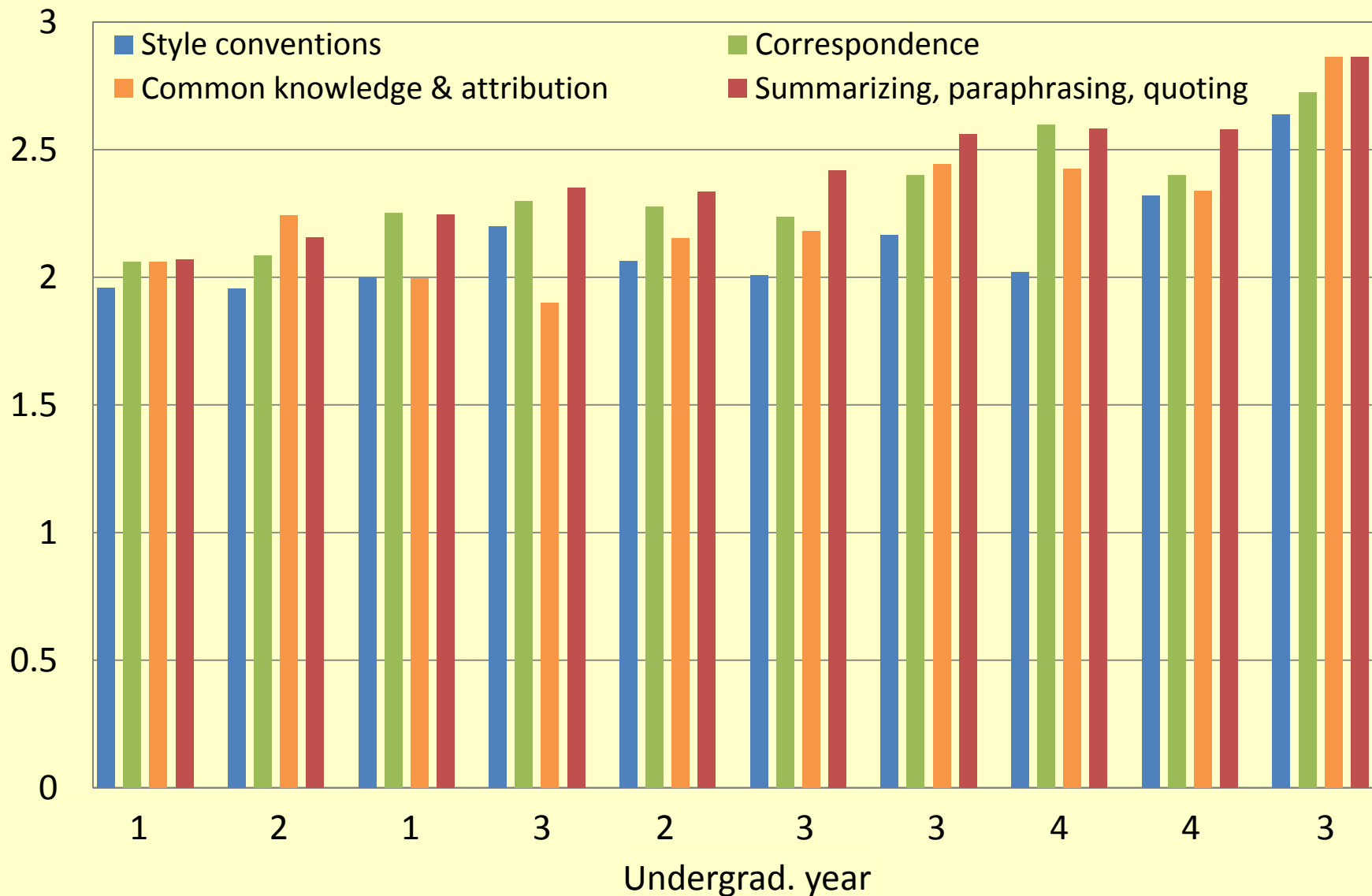
Reconciling Differences

- Where do we disagree?
- Can we come to consensus?

The numbers



Class Averages, Learning Objective Detail



[Instructor Toolkit >>](#)

[Our Learning Philosophy >>](#)

[Collaboration Examples >>](#)

[Schedule a Workshop >>](#)



Teaching *and* Learning
at the UW Libraries

"I learned maybe twice as much in forty five minutes as I have in eight months just bumbling around the library on my own." - student

Applications at the UW Libraries

Libraries-wide student learning goals and outcomes will:

- Measure Libraries' impact on fostering information literacy and research skills in undergraduate and graduate students across disciplines.
- Demonstrate to a variety of educational stakeholders the Libraries' impact on student learning and the value of the Libraries Teaching & Learning program.

Questions?



Copy of Powerpoint:
<http://libguides.uwb.edu/rails>