



CHECK, PLEASE!

USING A CHECKLIST FOR QUICK INFORMATION LITERACY ASSESSMENT

OVERVIEW

WHAT ARE ASSESSMENT CHECKLISTS?

- ✓ Rubric-style, fill in the blank, spreadsheets

WHY USE THEM?

- ✓ Easy, quick, or on-the-fly assessment

WHAT CAN YOU ASSESS WITH THEM?

- ✓ Any observable skill, goal, or learning outcome
- ✓ Also good for assessing topic coverage of your collection

WHERE TO USE THEM?

- ✓ In-class, with activities and discussions
- ✓ At student presentations
- ✓ At student poster sessions
- ✓ Large campus events showcasing student research such as research fairs or colloquiums
- ✓ When looking at any other types of student work

CREATE

STEP 1: Think about 1 or more skills, learning outcomes, goals, etc. you want to assess and articulate these into short phrases.

STEP 2: Create a spreadsheet with the phrases across the top of a spreadsheet, including a space for notes. Turn gridlines on and customize size of each field to your liking. Print.

STEP 3: Develop a key with meanings for your check marks (i.e. ✓+ or 3 = exceeded goal, ✓ or 2 = met expectations, - or 0 = didn't meet expectations, etc.)

STEP 4: Attend student presentations, poster sessions, etc. or collect student work.

STEP 5: Fill in spreadsheet with checkmarks, notes, etc.

STEP 6: Evaluate your data

STEP 7: Act on your data and/or report out to colleagues, faculty, students, etc.

CASE STUDY

Group Presentations on Modern Slavery: Spring 2012

Topic	Demonstrated ability to define a topic / research question	Demonstrated understanding of where to access a variety of information (including library databases)	Used multiple types of sources (including academic sources)	Used appropriate sources	Do we have materials to support this topic?	Notes
Child Slavery	✓	✓-	✓-	✓	yes	Mostly used websites, plus 1 GVRK article and 1 book. Typo!
Child Soldiers	✓	✓	✓	✓	yes	Cited a variety of sources. Incomplete citations at end. Typo!
Debt Bondage	✓	✓-	✓-	✓	yes	Used all online sources, but a few were from ACS. No book sources.
Slavery in Seattle	✓	✓	✓	✓	yes	Used all online sources, website and articles from databases. The topic is Seattle-specific so this is appropriate. Visually appealing and informative.
Sex Slavery	✓	-	-	-	yes	Used all websites, did not use any library databases.

Group Presentations on Modern Slavery: Fall 2012

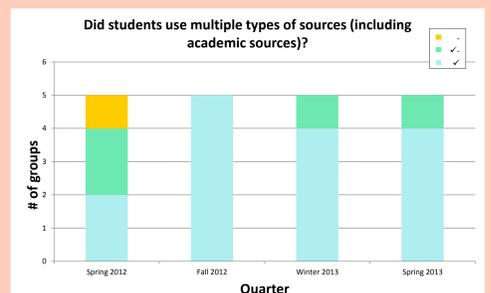
Topic	Demonstrated ability to define a topic / research question	Demonstrated understanding of where to access a variety of information (including library databases)	Used multiple types of sources (including academic sources)
Ending Child Slavery	✓	✓	✓
Slavery in the Seattle Area	✓	✓	✓
Debt Bondage	✓	✓	✓
Human Trafficking in the U.S.	✓	✓	✓
Child Soldiers	✓	✓	✓

CHECKLIST KEY

- ✓ = Yes, the outcome or skill was demonstrated with no or minor errors.
- ✓- = Yes, the outcome or skill was demonstrated, but inconsistently with errors.
- = No, the skill or outcome was not demonstrated, or demonstrated with too many errors to determine student's understanding of concept or skill.

RESULTS

- ✓ A checklist made it easy to identify where student performance was weak.
- ✓ Librarian and faculty discussed changes to curriculum.
- ✓ Faculty modified assignment to require academic sources.
- ✓ Librarian modified information literacy homework assignment to include eBooks.
- ✓ Checklists from subsequent quarters show evidence of improvement. No more “-” marks and almost all “✓” marks!



BY NIA LAM & BETH SANDERSON, RESEARCH & INSTRUCTION LIBRARIANS
UNIVERSITY OF WASHINGTON BOTHELL & CASCADIA COMMUNITY COLLEGE



<http://libguides.uwb.edu/checklist>