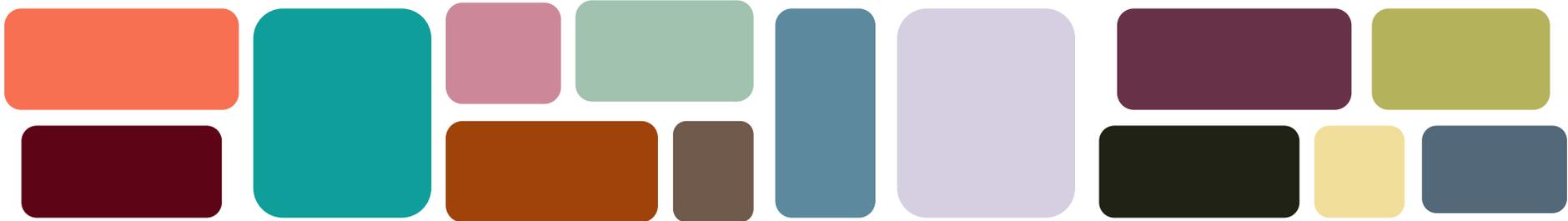


# ASSESSING ASSESSMENTS

A Collaborative Approach to Creating and Utilizing Assessments

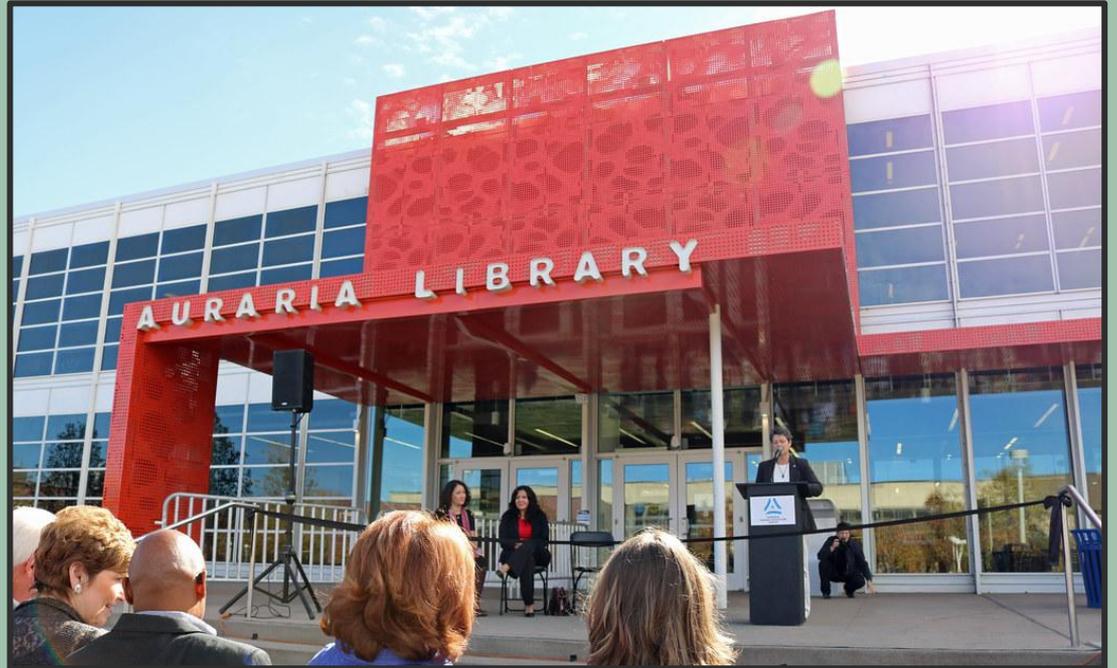


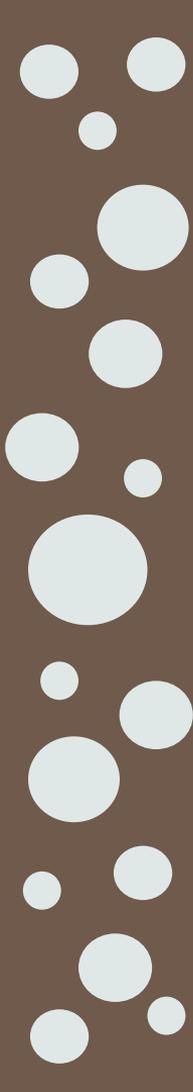
# CAITLIN COOKE

## TEACHING AND LEARNING LIBRARIAN

Auraria Library, Denver CO

- I have worked at a community college, as a Teen Librarian, and as a Teacher Librarian
- Currently teach first year students
- I teach one-shot or two-shot instruction





# AGENDA

- Defining assessment
- My assessment example
- Ways to use assessment data
- Small groups
- What are our takeaways?



WHAT IS ASSESSMENT?

# DEFINING ASSESSMENT

Assessment is measuring the impact and effectiveness of instruction and/or the knowledge and skills gained by students.

Project Outcome (ACRL): “what good did we do?”

**Formative and Summative**



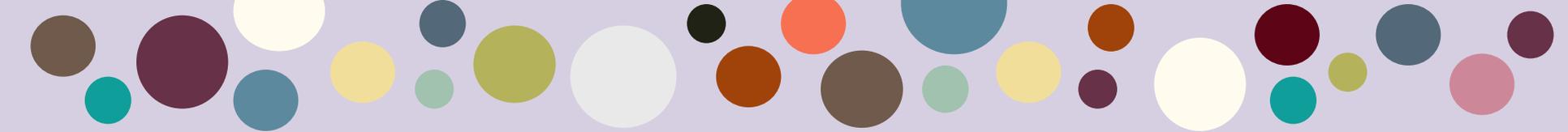
# FORMATIVE ASSESSMENT

Formative assessments are low-stakes assessments that generally do not have points associated with them. The goal is to monitor student learning and help instructors improve instruction and identify problem areas.

“specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately”





## Examples Formative Assessment (in the moment)

- Draw a concept map in class to represent their understanding of a topic
- Submit one or two sentences identifying the main point of a lecture or reading
- Exit tickets and Do Nows
- Check-ins (for example, writing answers on whiteboards)
- Quick writes
- Think-pair-share
- Student interactions inside and outside of class
- Student check-ins
- Hand out activities
- Games
- Present a concept and “teach” each other

# SUMMATIVE ASSESSMENT

Summative assessments gauge learning and academic performance. They generally include points and/or grades and they are often at the end of a unit of learning/instruction.

## EXAMPLES

- Quizzes
- Tests
- Assignments
- Projects
- Presentations
- Portfolios

# WHEN DO YOU ASSESS?

## BEGINNING

- Polling
- Quick write
- Analogies

## MIDDLE

- Activity practice
- Answer questions on the board
- Think pair share
- Games
- Hand outs

## END

- Activity put it into practice
- Quiz
- Instruction assessment
- Student check-ins
- Presentations



# MY PROCESS

# MY ASSESSMENT

Class:

Date:

One thing you learned today.

One question you still have.

One thing you want to know more about.

On a scale of 1-4 how would you rate this instruction:

# PROS **AND** CONS

## **PROS**

- I like having a mix of open-ended questions and questions that gives me numerical data.
- This population adds comments when they give a score.
- Its short.

## **CONS**

- Two of the questions are too alike and generally only one gets answered.
- None of the questions assess self-reported learning.
- None of the questions test knowledge.



# HOW I USE ASSESSMENT DATA

- To improve my instruction
- Identify what am I missing from my instruction (ex: books)
- To show my supervisor/admin how well I am doing
- To talk to faculty about why library instruction is important
  - Discuss the appreciation I get from students
  - Before/after an instruction class to discuss student's information needs and research skill development
  - Create an ongoing discussion about their class and their student's needs





WHAT DO YOU DO WITH YOUR DATA?

# DATA COLLECTED

- Where are students having a problem in their research process?
  - Check-ins
  - Instructional assessments
  - Questions
- What are they learning?
  - Quizzes/tests
  - Presentations
  - Reflection
  - Put into practice activities
- What do they think of my instruction?
  - Instructional assessment
  - Faculty feedback
  - Student check-ins



# IMPACT OF LIBRARY INSTRUCTION

## Ideas for how to use data collected by assessment:

- Demonstrate your impact to your manager, dean, admin
- Talk with and collaborate with faculty
- Use in outreach to talk to students/faculty/parents/admin
- Use in promotional materials

## Things to think about:

- How does the data align with institutional goals?
- What language/format will a specific stakeholder prefer?
- How to package the data in a way that makes sense to your audience?

# FIVE FINGER MESSAGING: TALKING TO FACULTY

 Thumb – Your Core Message: Where are you going? What are you trying to achieve?

Library instruction improves students ability to research, think critically, and learn independently.

 Index Finger – Point to Your Purpose: Why does it matter?

Information literacy skills allow students to become better students and lifelong learners who make informed decisions.

 Middle Finger – Overcome Resistance: Why are we the right ones to do this?

The library and library professionals are trained specifically to do this work and teach it. Your area of expertise is something you know fully, mine is information literacy and research skills.

 Ring Finger – Make It Meaningful: What will it take?

These are issues I have identified through my assessments, do you see similar things with your students? What things are you seeing? How can we figure this out together?

 Pinky – Keep It Concise: How can the listener help? What are the next steps?

Talk about several options for students to be involved in the library through their class.

# ACTIVITY

Take five minutes to come up with your own core message.

**👍 Thumb – Your Core Message: Where are you going? What are you trying to achieve?**

Try to make it as short and impactful as you can.

The goal of this point is that if your stakeholder doesn't remember anything else they will remember this core message.



# SMALL GROUPS: ASSESSING ASSESSMENTS

## Your assessment:

- What is the goal of the assessment?
- What is working and what isn't working?
- How do you want to use the data from this assessment to sell library instruction?

## Small group responses:

- What changes do you suggest based on what they are trying to achieve?
  - Does it meet the goal?
  - What kind of data can they pull from it?
  - How can they use this data to improve instruction?
  - How can they use this data to advocate for library instruction?

**DISCUSSION**

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