Puzzle Pieces

Assessing Student work using Rubrics & Citation Analysis for Dual-Purpose Assessment

Alan Carbery
@acarbery
Assessing student research artifacts provides insight and context. How are students performing in real-life?
The annotated bibliography
Assessment for dual purpose, using a two-pronged approach
Rubric-based assessment for evidence of information literacy
Followed by a citation analysis for greater understanding into students’ behaviors & information choices.
Thesis

Completeness of Annotation

Citations

Variety of sources

Holistic Impression
Findings
Overall student results
Students choose a variety of sources, including scholarly, peer-reviewed materials
Mistaking the term to mean “the main source I will use”, students found primary sources to be a confusing source-type.
When given the opportunity, students tend to choose research topics from popular culture.

But are more likely to omit academic sources in these cases.
Students have a rudimentary concept of ‘authority’.

PhD = Great Source!
Students tend to have less trouble finding sources, but writing annotations proves more difficult.
Students appear to over rely on citation management tools; often omitting important, yet readily available citation details.
Students sometimes ‘bend the truth’ when it comes to the sources they’ve used in their research.
Realigning Instruction
Reframing instruction to threshold concepts. Helping students see annotated bibliographies as a scholarly conversation.
New 2\textsuperscript{nd} year lesson dedicated to primary sources
For the rubric & citation analysis checklist, please visit: bit.ly/LACrubric

This assessment project was completed with Sean Leahy, Scholarly Resource & Academic Outreach Librarian, Champlain College, sleahy@champlain.edu.

Contact us!

@acarbery
acarbery@champlain.edu
http://slideshare.net/acarbery