



**Carrick Enterprises**  
**SAILS AND TATIL**

**We will begin**  
**at 12:10pm**



**Carrick Enterprises**

# **SAILS AND TATIL**

**ASSESSING STUDENTS'  
KNOWLEDGE AND SKILLS**



April  
Cunningham,  
MLIS, EdD

Carolyn  
Radcliff,  
MLIS, MA

# Goals for Today



# TAKEAWAYS

- Uses
- Comparisons
- Process and Relevance
- Your Questions

# WHAT ARE THESE TESTS FOR?

😊 Versatility is one of your outstanding traits. 😊

DISCOVER :: COLLABORATE :: SUCCEED

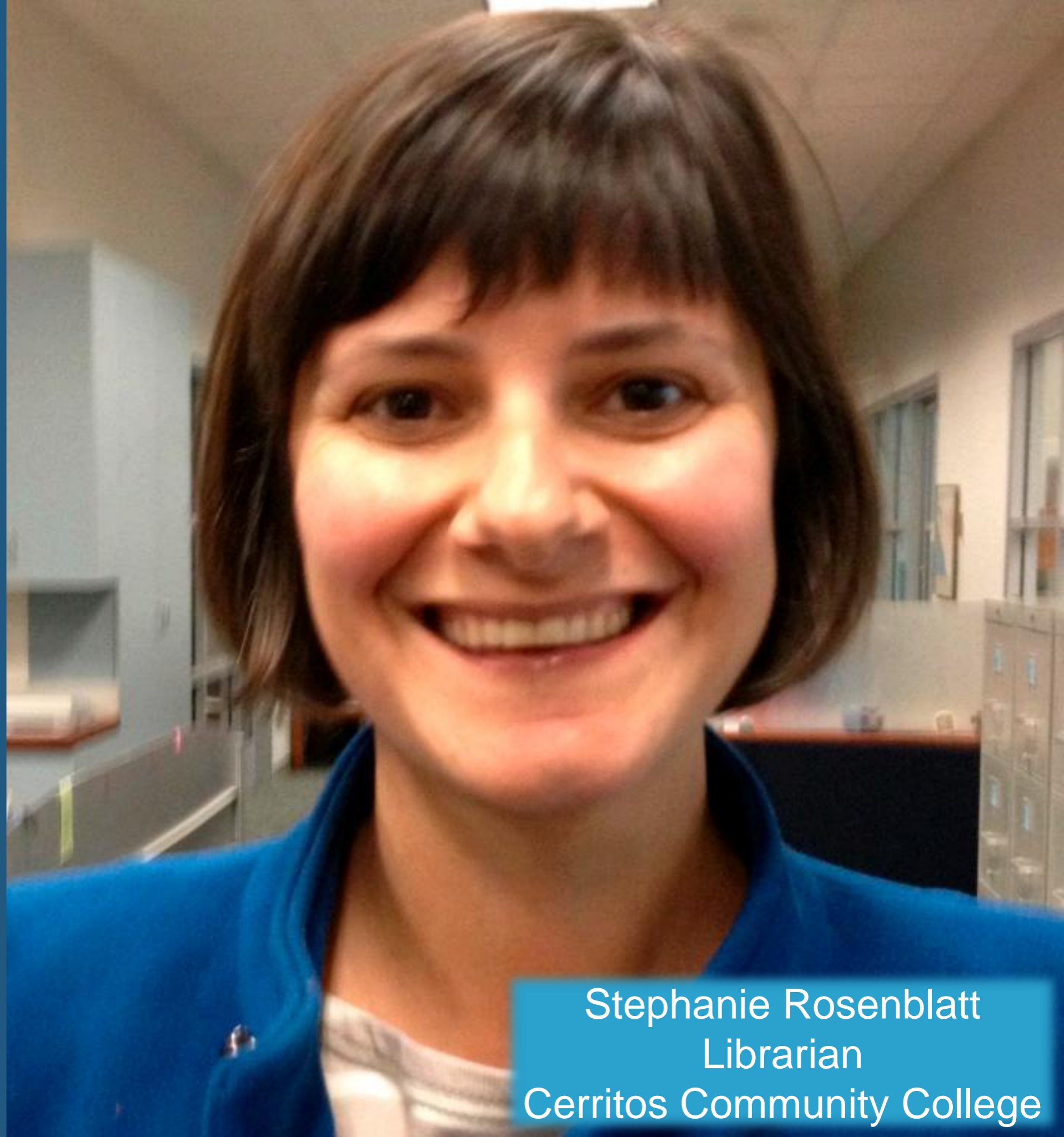
# Discover

"Do students see the value of citing sources during research?"

Can students understand how authority differs between types of information sources?

Do students see the value in an iterative search strategy?"

--TATIL Board Survey



Stephanie Rosenblatt  
Librarian  
Cerritos Community College

# Collaborate

"How much do students retain from their instructional encounters?, At what point are students capable of critically assessing the information they encounter?"  
--TATIL Board Survey



Liz Kavanaugh  
Assessment Librarian  
Misericordia University





## Collaborate

"I'm looking for an instrument I can use to do cross major comparison, within and outside institution." -- TATIL Board Survey

# Succeed

“While many library directors identify information literacy and instruction as a core part of their libraries’ missions, [...] faculty members are much less likely to think of this as an important role for the library.”

--Ithaka S+R US Library Survey  
2013



Stephanie Brasley  
Dean of the Library  
Cal State Dominguez Hills



# Succeed

"I want a tool that helps us know are we meeting our institutional learning outcome goals for IL? How does student IL differ at the lower and upper division level?"  
-- TATIL Board Survey

# Our Value



# VALUE

- Flexible
- Research-based
- Created by librarians & other educators



# SAILS AND TATIL

# SAILS & TATIL



Outcomes  
Scores  
Comparisons



project  
**SAILS**®

Standardized Assessment of  
Information Literacy Skills



# SAILS



- Cohort
- Individual Scores
- Build Your Own Test

# SAILS

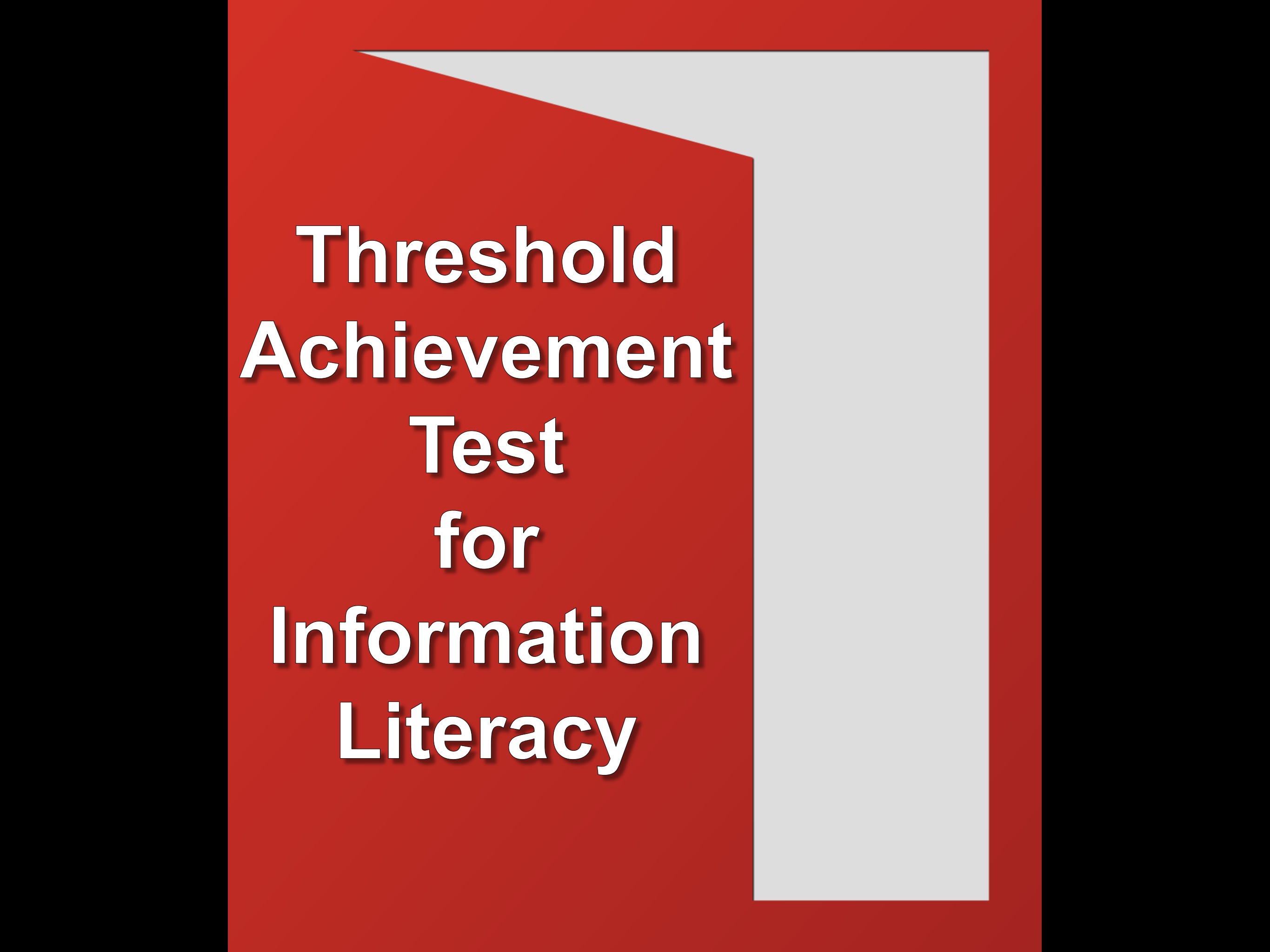
## National Results

# SAILS



## Accessibility

- WCAG 2.0
- Sec. 508 of U.S. Rehabilitation Act



**Threshold  
Achievement  
Test  
for  
Information  
Literacy**



**TATIL**

**ADVISORY BOARD**

<b>Joseph Aubele</b>	Librarian, Calif. State Univ. Long Beach
<b>Rachel Bowen</b>	Political Science Professor, Ohio State Univ. Mansfield
<b>Alan Carbery*</b>	Assistant Library Director, Champlain College
<b>Carrie Donovan</b>	Librarian, Ferris State University
<b>Michelle Dunaway</b>	Librarian, Wayne State University
<b>Jennifer Fabbi</b>	Library Dean, Cal State San Marcos
<b>Jessame Ferguson*</b>	Library Director, McDaniel College
<b>Richard Hannon</b>	English Professor, Palomar College
<b>Christine Harmes</b>	Evaluation, Research, & Measurement Consultant, Seattle
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<b>Jamie Johnson</b>	Librarian, Calif. State Univ. Northridge
<b>Nancy Jones</b>	Administrator, Encinitas Unifd Sch District, CA

\* Founding Member, 2014-2015

<b>Elizabeth Kavanaugh</b>	Librarian, Misericordia University
<b>Jane Liu</b>	Chemistry Professor, Pomona College
<b>Pearl Ly</b>	Library Director, Skyline College
<b>Erika Montenegro</b>	Librarian, East Los Angeles College
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<b>Kathleen Powell*</b>	Teacher Librarian, Poway High School, CA
<b>Isabelle Ramos</b>	Librarian, Calif. State Univ. Northridge
<b>Melanie Sellar</b>	Librarian and Instructional Designer
<b>Lettycia Terrones</b>	Librarian, Los Angeles Public Library
<b>Dominique Turnbow</b>	Librarian, Univ. of Calif. San Diego
<b>Silvia Vong</b>	Librarian, Univ. of Toronto
<b>Kelley Wantuch</b>	Librarian, Los Angeles Public Library
<b>Steve Wise</b>	Senior Research Fellow, Northwest Evaluation Assoc.

\* Founding Member, 2014-2015

# **TATIL Modules**

Evaluating Process & Authority

Strategic Searching

Research & Scholarship

Value of Information



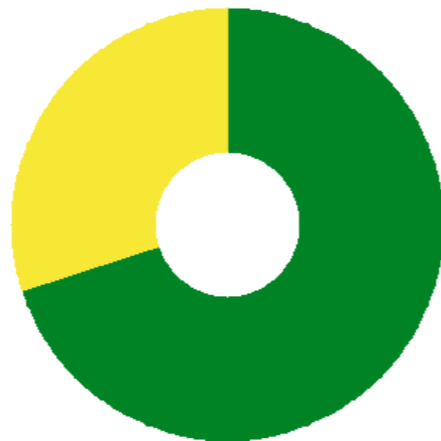
# TATIL Dispositions

Productive persistence

Mindful self reflection

Responsibility to community

Toleration for ambiguity



Excellent job!

This Test Key: GKJUJZL

Your Student Key: 951470

October 18, 2016

## Threshold Achievement Test for Information Literacy

### Your Results

Today you completed the Evaluating Process & Authority test. Your results indicate that you probably pay close attention to the sources of your information to ensure that they are relevant to your discipline. You also look for clues in your sources that indicate what process the authors used to create their information (like which sources they cited and what research methods they used). You recognize that using trustworthy and authoritative sources strengthens your own work and you value the authority that high-quality sources give you.

Personal recommendations for strengthening your ability to evaluate information:

Now that you are skilled at selecting authoritative sources, start to take a critical stance toward traditional methods of conferring authority through academic degrees and peer review. Remember that many perspectives are left out of this version of authority and take care to also seek out additional perspectives when you have the opportunity to do your own research.

When responding to questions about how responsible you feel to the academic community, students at your level display a strong appreciation for what it takes to establish your own authority when you are presenting and analyzing sources for an academic audience. When dealing with the ambiguity that is part of deciding which sources to use, you show flexibility because you apply what you learn about sources from your professor or librarian in order to see beyond your own traditional ideas about which sources to trust and how sources are created. With regard to how reflective you are about selecting sources, you also have an inclination to be convinced by the sources that your professor or librarian tells you have authority.

Personal recommendations for strengthening your dispositions:

- Imagine you are being relied upon to sustain the credibility of your field through careful attention to community standards and strict methods in your research and analysis. Talk to your professors about what it means to bear the weight of that responsibility as someone advancing knowledge in their academic disciplines.
- When selecting sources during your research, look for disagreements that suggest interesting uncertainty rather than focusing on areas of agreement that have already been settled.
- Practice recognizing when you are using your professor's or librarian's guidance instead of making your own informed judgments. If you find yourself only considering sources that have traditional academic authority, challenge yourself to find additional sources that are by or about people with different types of expertise that comes from experiences outside of academic research.

# Student Report

```

if ($startSection <= 1) {

    $html .= "<H2>1. About the Test</H2>";
    $html .= "<h3 style='color: #f00'>The Threshold Achievement Test for Information Literacy is in development. This report is based on field test results that have been analyzed and reported in the report titled 'Threshold Achievement Test for Information Literacy: A Report on the Field Test Results'.";
    $html .= "<p>The Threshold Achievement Test for Information Literacy is a tool for measuring student knowledge and dispositions regarding information literacy.";
    $html .= $moduleTitle." module focuses on ".$moduleFocus;
    $html .= "</p>";
    $html .= "<p>Three levels of results are presented in this report. First are overall results, showing how your institution's test-takers performed on the test as a whole.";
    $html .= wordNames("", "", $numberOutcomes, "knowledge outcome", "knowledge outcomes");
    $html .= " and ";
    $html .= wordNames("", "", $numberDispositions, "disposition", "dispositions");
    $html .= " that make up the ";
    $html .= $moduleTitle;
    $html .= " module. Finally, there is a section on performance indicator results, identifying your test-takers' strengths and weaknesses on the specific performance indicators.";
    $html .= "<p class='table-title'>Table 1.1 List of knowledge outcomes and performance indicators</p>";

    $outcomeQuery = db_query("SELECT id,description FROM Outcome WHERE module=$module ORDER BY id");

    while ($outcomeResult = db_fetch($outcomeQuery)) {

        $html .= "<table class='OutcomeTable'><tr><td style='width:100px; padding-bottom: 10px'><i>Outcome ".$outcomeResult["id"].":</i></td><td colspan='2'>".$outcomeResult["description"];
        $perfIndiQuery = db_query("SELECT id,description FROM PerformanceIndicator WHERE outcome=".$outcomeResult["id"]);
        while ($perfIndiResult = db_fetch($perfIndiQuery)) $html .= "<tr><td>&nbsp;</td><td><i>".$perfIndiResult["id"].":</i></td><td>".$perfIndiResult["description"];
        $html .= "</table>";

    }

    $html .= "<pagebreak><p class='table-title'>Table 1.2 List of dispositions</p>";
    $html .= "<ul style='list-style: none'>";

    $outcomeQuery = db_query("SELECT id,description,explanation FROM Disposition WHERE module=$module ORDER BY id");

    while ($outcomeResult = db_fetch($outcomeQuery)) {

        $html .= "<li><i>Disposition ".$outcomeResult["id"].":</i> ".$outcomeResult["description"];
        $exampleQuery = db_query("SELECT id,description FROM Example WHERE dispositionId=".$outcomeResult["id"]." ORDER BY description");
        while ($exampleResult = db_fetch($exampleQuery)) $html .= "<li style='margin-left: 20px'>".$exampleResult["description"]."</li>";

    }

    $html .= "</ul>";

}

}

/* Executive Summary (narrative) */

```

# Institution Report



**What's on the  
horizon for TATIL?**

The image shows several stacks of light-colored wood planks, possibly oak, arranged in a perspective view. A dark, semi-transparent horizontal band runs across the middle of the image, containing the text "GET INVOLVED" in white, bold, uppercase letters.

**GET INVOLVED**

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## October Update: TATIL's Versatility

We've finished usability testing of the Module 4: The Value of Information items with a diverse group of undergraduates at a variety of institutions. Soon we'll have a version of the module ready for field testing. At that point, all four of the modules will be available for you to try out with your students.

We're also preparing for our lunch-time presentation at the ARL Library Assessment Conference on Tuesday, November 1. So I've been thinking a lot about how TATIL can be used to support many different kinds of assessment needs. Because of

## UPCOMING CONFERENCE ROUNDUP

Lots of great Information Literacy conferences coming up! Check here for important dates. [Read here»](#)



CARRICK  
ENTERPRISES

Assessment made simple



# To Set Up a Meeting

April

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(760) 505-7177

Carolyn

[radcliff@carrickenterprises.com](mailto:radcliff@carrickenterprises.com)

(330) 472-0985

Rick (in Orange, CA)

[rwiggin@carrickenterprises.com](mailto:rwiggin@carrickenterprises.com)

What is the element of author expertise that is most critical or directly applicable to creating the following sources?

Drag the text box on the right to the corresponding source in the left column.

SOURCES

AUTHOR EXPERTISE

Liu, G.K. (2007). Effects of human nutrition on brain evolution. *Journal of Evolutionary Biology*, 26(2), 312-328.

Petersen, A. (2007, July 20). Diet, weight tied to healthy brain, federal study shows. *Wall Street Journal*, D4.

Baines, J.R. (2007). Food for thought: Brain size and nutrition. *Scientific American*, 17, 62-64

This authority creates knowledge in a discipline from years of focused research on the same subject.

This authority engages citizens in informed debate about various social issues.

This authority explains technical topics in a way that is easily understood.

This authority uncovers and synthesizes facts into an accurate, unbiased story.

John has to write a long essay for his Sociology class where the research question must draw from the themes of the course and also reflect John's personal experiences and interests.

How should John handle this challenge?

Please judge the usefulness of **each** of the proposed strategies. Use your best judgment; there is more than one correct answer for this scenario.

	not useful at all	barely useful	somewhat useful	very useful
He starts by visiting the pages and apps he reads regularly. He plans to use these as his sources since they are his personal experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He uses his twitter feed to find out what topics people are debating. Then he can search the library databases for articles on the topics that catch his attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He posts a question to his student group's Facebook page to see what they think is the biggest issue facing students. He will worry about the academic research later.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He starts by searching for scholarly articles about his interests because he knows his professor expects only authoritative information. If he cannot find articles about his topic, he will switch to another interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>