

Assessing to Empower Learners Workshop Packet

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Assessing to Empower Learners ▪ What Do We Mean by Assessment in the Library?

Past Assessments Reflection

In the video lesson “What Do We Mean by Assessment in the Library?” Dr. Stripling outlines the key characteristics for effective assessments, including timeliness, reflectivity, and authenticity. Take a moment to reflect on assessments that you’ve been a part of in the past—as a learner and/or an educator—and assess how they measure up to these criteria. If you were to re-apply them, how could you improve them to increase their efficacy as a tool for student learning?

Purpose and description of past assessment	Was it timely? Reflective? Authentic?	How could it be improved in the future for greater effectiveness?

Assessing to Empower Learners ▪ Why Do We Assess Student Learning?

What's Your Why?

Dr. Stripling describes how assessment can help empower students, build trust between students and educators, and help librarians individualize their instruction so students expand their zone of proximal development. What would you like to accomplish through utilizing assessment in your library? Why are you motivated to use assessment more effectively? Where do you see room for improvement? What questions do you currently have about effective assessment? Add to and adjust this reflection as you continue through the workshop.

Assessing to Empower Learners ▪ What Do We Assess?

Teach Skill, Assess Skill

After reading “Critical Inquiry Skills for the Digital Environment,” select five of the suggested teaching strategies that you would like to incorporate into your instruction. Then, brainstorm possible ways that you could assess those skills in the context of your library and/or through collaborations with teachers at your school.

1.

Phase of Inquiry:		Critical Digital Inquiry Skill:	
Teaching Strategy:			
Assessment Ideas:			

2.

Phase of Inquiry:		Critical Digital Inquiry Skill:	
Teaching Strategy:			
Assessment Ideas:			

3.

Phase of Inquiry:		Critical Digital Inquiry Skill:	
Teaching Strategy:			
Assessment Ideas:			

4.

Phase of Inquiry:		Critical Digital Inquiry Skill:	
Teaching Strategy:			
Assessment Ideas:			

5.

Phase of Inquiry:		Critical Digital Inquiry Skill:	
Teaching Strategy:			
Assessment Ideas:			

Assessing to Empower Learners ▪ Diagnostic Assessment

Awakening Prior Knowledge

Dr. Stripling discusses the central areas that diagnostic assessments should cover: interests, attitudes, prior knowledge, and mental models. In her article, “Awakening and Building Upon Prior Knowledge,” Kristin Fontichiaro offers a number of crowdsourced ideas to help students access their prior knowledge about a subject. After reading the article, take the lead from Fontichiaro and ask your professional community to share what methods they’ve used to help students “awaken and build upon” prior knowledge. Which of these might you try to incorporate into your practice?

Ideas to Help Students Activate their Prior Knowledge

Tools and Strategies for Formative Assessment

Dr. Stripling discusses the importance of formative assessments to propel student learning. In her article, “Teaching in the Zone: Formative Assessments for Critical Thinking,” Leslie K. Maniotes applies the concept of formative assessment to the arena of critical thinking skills, taking a close look at how observation can be an effective tool. In their article “Dynamic Data and Assessment,” Cynthia Stogdill and Lynn Kleinmeyer share some no-tech and yes-tech tools to help quickly visualize where students stand in their learning. After reading the two articles, list some of the formative assessment strategies or tools you’d like to try in your library and/or share with teachers at your school.

Assessment Strategy/Tool	Possible Applications

Assessing Information Fluency

After reviewing Dr. Stripling’s “Assessment from Fluency” handout, consider which of the ideas would be useful to adapt to your own setting and how you might implement them. Complete the chart in the workshop packet with assessments you could use for diagnostic, formative, and summative assessments—both teacher-led and learner-led.

	Assessments	Implementation Ideas
Diagnostic		
Formative		
Summative		

Assessing to Empower Learners ▪ How Can We Use Assessment Data?

Assessment Data and Advocacy

Dr. Stripling points out that the importance of a librarian’s role in analyzing student performance in the aggregate, in part as an advocacy vehicle for emphasizing the necessity of library programming to student learning. Deborah Rinio shares some techniques for translating data into effective advocacy messages in her article, “Using Research & Data to Improve Advocacy.” After reading, reflect on how you could apply these techniques to your setting.

	Available Assessment Data	Application Ideas
Social Math		
Infographics / Visuals		
Language		