More Than Mere Collections: Portfolios as Direct and Authentic Assessment of Information Literacy Outcomes

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What are portfolios?

- Academic portfolio
  - Demonstration of learning
  - Selection of work
- Portfolio theory
  - Constructivist learning
  - Reflection (or self-assessment)
  - Evaluation can be summative and formative
Portfolios as Assessment

- Direct and authentic
  - Focus on student performance over time
  - Focus on achievement of outcomes
  - Focus on process and product
Portfolios for Information Literacy Assessment

• Research as a process
• Information literacy as more than research
• Information literacy integrated with course content

• Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline (ACRL)
Portfolio Scoring

- Derived from writing assessment
- Holistic scoring
  - Derived from timed essay testing
  - Overall score based on reading
- Analytic trait scoring
  - Evaluation based on individual traits
Phase 2 Scoring

- Goal or outcomes statement
- Students write reflective statement
  - Argument for learning goals or outcomes
  - Content as evidence for argument
- Raters evaluate ONLY the statement
  - Refer to content as evidence
education. With the Recommendation Report, I use multiple methods for research needed to complete the report by creating a survey to send to the clientele for feedback directly from the people who will be using the new service. I also research and analyze different companies that provide a website management system and their cost for what they offer in comparison of OneEach Technologies. In addition, with the Final Project, I cite and analyze nine different sources from periodicals, informational websites,
Phase 2 Benefits

• Time to read/evaluate is reduced
• Reader does not re-evaluate already graded work
• Students’ evaluation, use, citation of own work is information literacy
Phase 2 Limitations

- Students may not address outcomes
- Reflection may be difficult
- Students not used to citing own work
Phase 2: An Example

• Multimedia Writing & Technical Communication at Arizona State
  • Undergraduate applied (workplace) writing degree
  • Information literacy embedded in program outcomes
## Capstone Portfolios

- Students submit portfolios prior to graduation
  - Reflective statement addresses outcomes
  - Artifacts serve as evidence
Assessing Information Literacy

- Information literacy evaluated as part of outcomes
  - research situated within context
  - research as a process
  - understanding and applying conventions
  - understanding and applying information management
  - understanding and applying ethical and legal practices
Results

• 10 portfolios from 3 semesters
  • majority of scores fall in mid-range
• Phase 2 scores + rater comments
Results Related to Information Literacy

- Students engaged in variety of research
- Students demonstrated understanding and use of intellectual property
- Students showed good information management
- Students did not demonstrate use of processes
- Students did not claim citation or documentation practices
The goal of the Proposal Project was to create a functional Grant Proposal. Instead of using a fake company, I worked with a non-profit charter school desperate for funding. I submitted the proposal to the Lendfest Foundation, an organization that helps inner city schools. Although the foundation was unable to help they were extremely positive and put the school in touch with...
The Claim-Evidence Chain

• Problem: out of 80 rater comments
  • 20 indicated students did not adequately support claims
  • 14 indicated students did not support claims at all
Phase 2

• Assessment of information literacy
  • Information literacy as a process
  • Aspects of information literacy beyond research
• Meets ACRL best practice guidelines
Phase 2

- Emphasizes and reinforces learning
  - Reinforces reflection
  - Phase 2 reflective statement IS information literacy
Thank you!

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