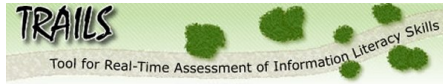


TRAILS to SAILS

Assessing Information Literacy Skills from Grade 3 Through College Graduation

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- Measures information literacy competencies
- Assessments for 3rd, 6th, 9th, and 12th grades based on standards
- Funding from:
 - Institute of Museum and Library Services (IMLS)
 - U.S. Department of Education as part of the Institute for Library and Information Literacy Education (ILILE)
 - Martha Holden Jennings Foundation
 - LSTA grant from the State Library of Ohio

Goals and Objectives

- Goal: To develop a tool to assist library media specialists in measuring the information competencies of students.
- Specific objectives:
 - Standards-based
 - Available on the Web at no cost
 - Easy to administer
 - Insure privacy
 - Report outcomes by student and by class

Standards-based

- Ohio Academic Content Standards: Identified all Ohio standards, benchmarks, and indicators that relate to information literacy at the 3rd, 6th, 9th, and 12th grade levels.
- AASL Information Power: Reviewed standards and indicators.
- AASL Standards for 21st Century Learning

Information Literacy Categories

Five measurable categories:

- Develop topic
- Identify potential sources
- Develop, use, and revise search strategies
- Evaluate sources and information
- Recognize how to use information responsibly, ethically, and legally

Library Media Specialist Participation

Items written and field tested by library media specialists:

- Are the items understandable as written?
- Are they measuring what was intended?

Available Assessments

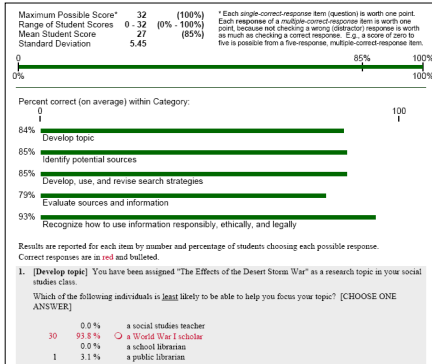
- **TRAILS-3:**
Two general assessments (15 items each),
Five category assessments (10 items each)
- **TRAILS-6:**
Two general assessments (20 items each)
- **TRAILS-9:**
Two general assessments (25 items each)
Two sets of assessments for each of the five categories (10 items each)
- **TRAILS-12:**
Two general assessments (30 items each),
Five category assessments (10 items each)

<http://www.trails-9.org>

6th Grade General Assessment I

1. Trails Category: **Develop topic**
 AASL Information Power: **IP-51-13**
 Ohio Academic Content: **Y2003.CEW.S04.G05-07.BA.L06.I01**
 TRAILS Objective: **Given a broad topic to research and a final product to create, the learner will determine the subtopic that should not be included in the final product.**
 You have learned about different world religions in your social studies class. Your teacher asks you to choose one religion. You will create a handout on that religion as your final product. Which of the following subtopics below would you not include in the handout?
- CHOOSE ONE ANSWER.**
- World population
 - Countries where the religion is found
 - Customs and holidays
 - Religious symbols

Class Report Example



Student Report Example

Maximum Possible Score	32	(100%)	Mean Student Score	27	(85%)
Range of Student Scores	0 - 32	(0% - 100%)	Standard Deviation	5.45	

Results are reported and charted for each student by the assigned, randomly generated student code. Included are the raw score, the percentage, and a graphical presentation of the percentage of items answered correctly.

Student ID	Score	0%	100%
8343	26 (81%)		
8834	30 (94%)		
6934	31 (97%)		
1973	31 (97%)		
1491	28 (88%)		
2286	29 (91%)		
5176	27 (84%)		
8214	29 (91%)		
7566	29 (91%)		
6410	33 (103%)		

TRAILS Use

- **Geographic distribution:**
 - All 50 states plus the District of Columbia and the Virgin Islands
 - Over 30 countries
- To date administered to 592,528 students
- More than 12,353 account holders at present

TRAILS-9 Results – All U.S. Students

- Data
 - From General Assessment I (25 items)
 - 2010-2011 school year
 - 25,793 students
- Findings
 - Higher grades performed better than lower grades
 - Overall assessment slightly easy for target audience

9th Grade General Assessment

Ranked Category	% Correct
2. Identify potential sources	59.7%
3. Develop, use, revise search strategies	59.4%
5. Recognize how to use info responsibly, ethically, legally	52.7%
4. Evaluate sources and info	49.5%
1. Develop topic	42.1%

N=25,793 students

How TRAILS Has Been Used to Integrate Information Literacy

1. Collaborate with classroom teachers
2. Target librarian instruction
3. Share results with administrators
4. Use in professional development

I. Collaborate with Classroom Teachers

- Identify weaknesses and work with teacher in redesign.
- Use pretest to structure initial lessons for class.
- Share results with core teachers to incorporate needed instruction.

2. Target Librarian Instruction

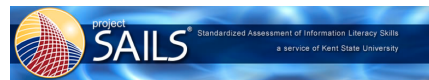
- For an entire grade level
 - Give to all incoming freshmen to identify remediation needed
 - Administer to seniors to determine weaknesses
 - Use to establish baseline performance levels by grade
- For a specific course
 - Target gaps, address in instruction, assess progress
 - Identify weaknesses and share with teacher

3. Share with Administrators

- Give results to administration to validate LMS position as instructional personnel.
- Provide data as part of library annual report submitted to principal and superintendent
- Recommend inclusion of TRAILS as an assessment measure within the School Improvement Plan

4. Use in Professional Development

- Offer in-service to teachers and have them take TRAILS
- Discuss use with other librarians at professional meetings
- Incorporate into Individual Professional Development Plan



- Measures information literacy skills of college undergraduates
- Based on ACRL standards
- Initially funded by:
 - Institute for Museum and Library Services
 - Ohio Board of Regents
 - Development partner schools
- Now fee-based
- Supported by Kent State University

Our Questions

- Does information literacy make a difference in student success?
- Does the library contribute to information literacy?
- How do we know if a student is information literate?

Objectives

- Based on accepted standards
- Valid and reliable
- Easy to administer
- Web based
- Low cost
- Include benchmarks

Standards-based

ACRL Information Competency Standards for Higher Education (4 of 5)

- Determines nature and extent of needed information
- Accesses information effectively and efficiently
- Evaluates information critically
- Uses information ethically and legally

Regrouped in Skill Sets

- Developing a research strategy
- Selecting finding tools
- Searching
- Using finding tool features
- Retrieving sources
- Evaluating sources
- Documenting sources
- Understanding economic, legal, social issues

Item Development

- In-house content and measurement experts create items
- Items are reviewed through cognitive interviewing, small group testing, and field tests
- Validity and reliability are evaluated
- Items updated as needed

SAILS Tests

- Cohort
 - 50 students minimum, >200 preferred
 - 45-item, Web-based test
 - Report describes cohort performance by skill set, including benchmarks
- Individual
 - 55-item, Web-based test
 - Report gives an overall info lit score for each student
 - Proficiency and mastery levels set
- \$3 per student for 2011-12 academic yr

Project SAILS Standardized Assessment of Information Literacy Skills
a service of Kent State University

About the SAILS Test

The SAILS test is a nationally-recognized assessment of information literacy skills. There are two forms of the test, one for individual test results, and one for groups (cohorts) of students. Both tests are based directly on the ACRL Information Literacy Competency Standards for Higher Education.

To learn more, use the following links:

- Individual Scores Test - Detailed description of the SAILS individual scores test
- Cohort Test - Detailed description of the SAILS cohort test
- Skill Sets - How SAILS groups ACRL objectives into 8 skill sets
- Validity and Reliability - Learn about the measurement quality of the tests
- Pricing - Cost for administering the SAILS test
- FAQ - Questions and additional details about the tests

Ready to Get Started?

Important Upcoming Dates

15 Jun 2011	Fall testing session begins
16 Jun 2011	Spring cohort reports available for download

www.ProjectSAILS.org

Item Example

- 43 Select the best set of key search terms below for the research question:
"Does incarceration have a negative influence on the offspring of female inmates in the penal system?"
- CHOOSE ONE ANSWER**
- Children, negative, mothers
- Mothers, influence, crime
- Negative, influence, criminal justice system
- Prison, mothers, children
- United States, criminal justice system, children

SAILS Skill Set: Searching
ACRL Standard I

Cohort Report Excerpt – Across Skill Sets

	Example University	Institution Type: Masters	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	517 ±20	496 ±2	494 ±1
Selecting Finding Tools	583 ±28	519 ±2	515 ±1
Searching	548 ±24	478 ±2	475 ±1

Cohort Report Excerpt – Within a Skill Set

	Example University	Institution Type: Masters	All Institutions
Class Standing			
First Year	565 ±43	488 ±2	484 ±1
Sophomore	556 ±42	503 ±4	501 ±3
Majors			
Communications / Journalism	556 ±36	499 ±10	505 ±6
Education	571 ±59	500 ±6	492 ±4
Science / Math	596 ±58	526 ±13	524 ±8

Individual Scores Report Example

Student Identifier	Class Standing	Major	Custom Demo 1	Item #20	Item #21	Item #22	Number Correct	Percent Correct
005-869	1	140	1	0	0	1	36	65.5%
022-106	1	130	2	1	0	0	31	56.4%
030-615	1	180	2	0	0	0	34	61.8%
035-373	1	200	1	0	1	0	44	80.0%
044-548	1	130	2	0	0	0	15	27.3%

SAILS Use

- Cohort test: three-year rolling benchmark
 - 51,364 students
 - 107 institutions (U.S. and Canada)
- Individual test
 - 2,601 students
 - 22 institutions

SAILS Results

- Seniors score higher than freshmen.
- At associates schools, sophomores score higher than freshmen.
- Students at liberal arts, masters, and doctorate-granting schools score better.
- Students at doctorate-granting institutions achieve more of the highest scores on skill sets.

How SAILS Has Been Used

1. Collaborate with classroom teachers
2. Target librarian instruction
3. Share results with administrators
4. Identify baseline competency

I. Collaborate with Classroom Teachers

- Share results
- Jumpstart the conversation about IL
- Participate in course and program planning
- Make a case for IL as student learning outcome

2. Target Librarian Instruction

- Make revisions to instructional program
- Stress weak areas during library instruction

3. Share Results with Administrators

- Meet the need for quantitative assessment data
- Use as evidence for:
 - Reaccreditation
 - Comprehensive assessment plans
 - Institutional effectiveness reports
 - Quality enhancement plans (QEP)

4. Identify Baseline Competency

- Test freshmen with plans to test as seniors
- Identify skills that new students bring
- Provide evidence of information literacy gains
- Obtain snapshot of overall information literacy levels

For More Information

www.trails-9.org

www.ProjectSAILS.org

Thank you!

KENT STATE
UNIVERSITY