

TRAILS

A Step-by-Step Plan

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www.infowen.info/teacherlibrarian.html

TINS Conference

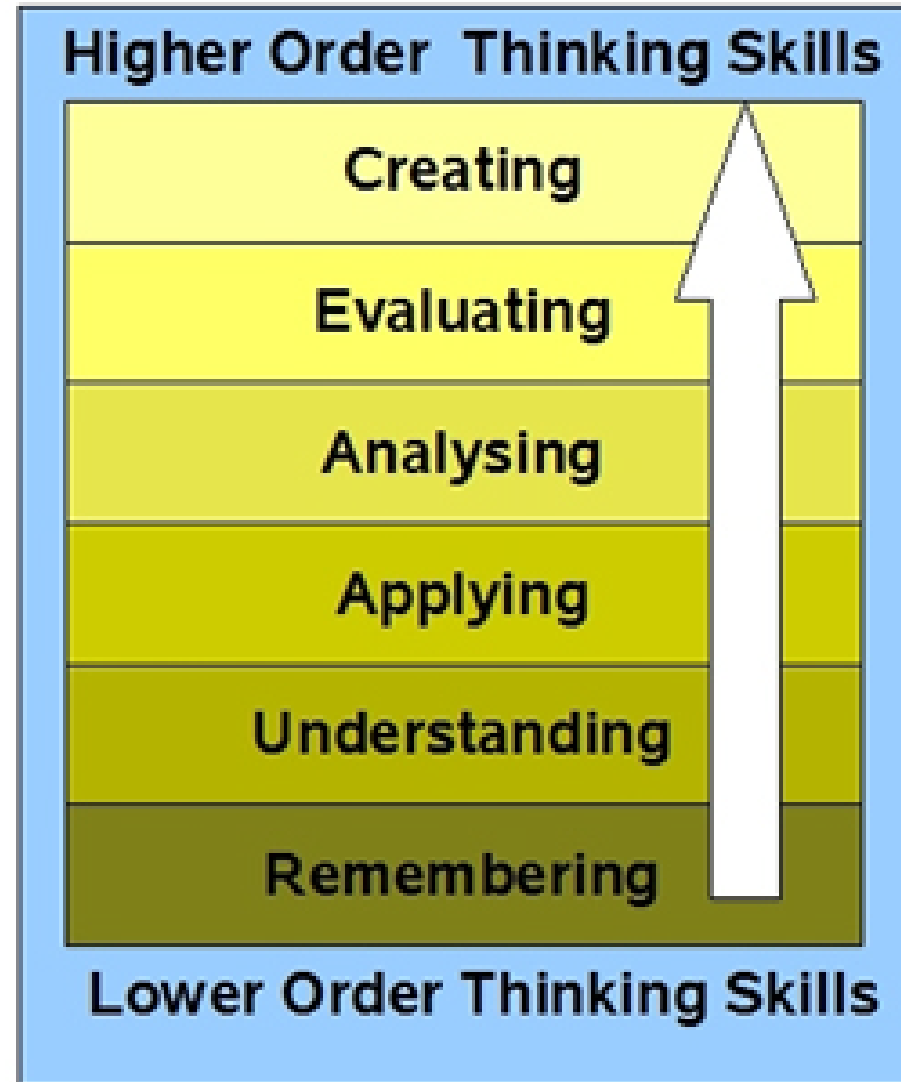
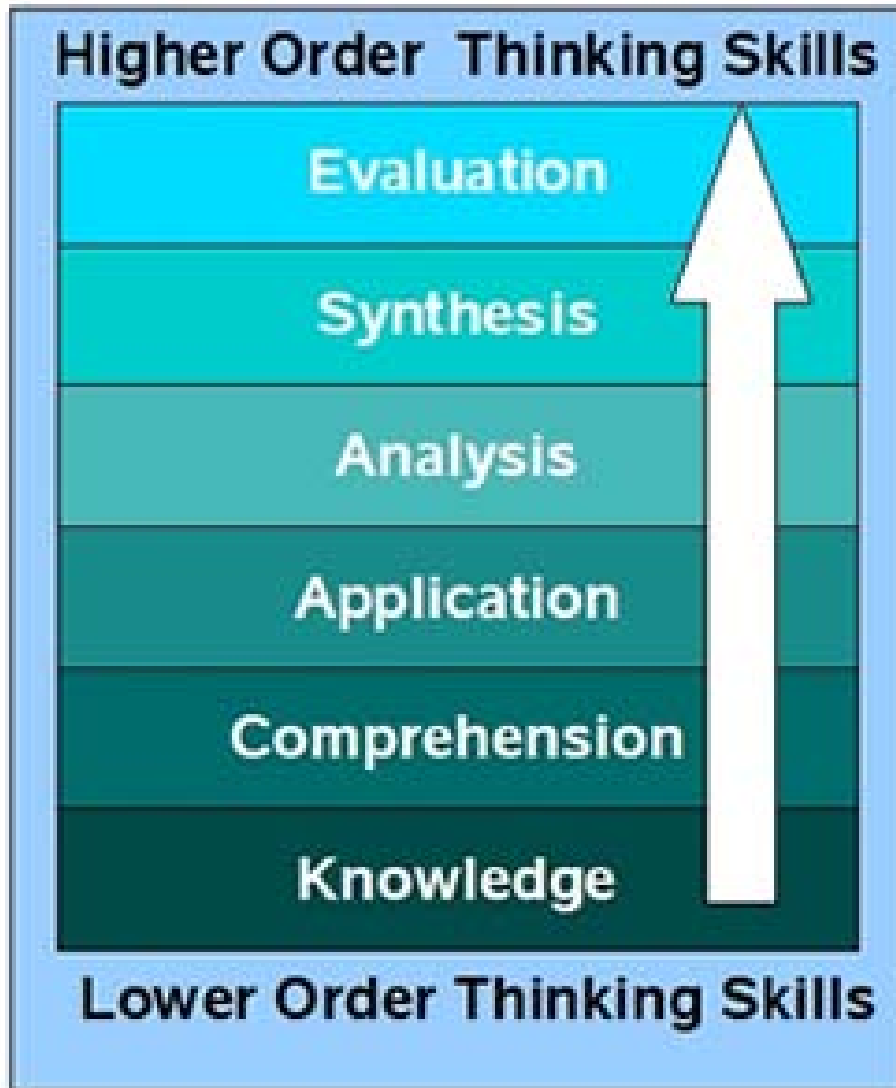
August 11, 2010

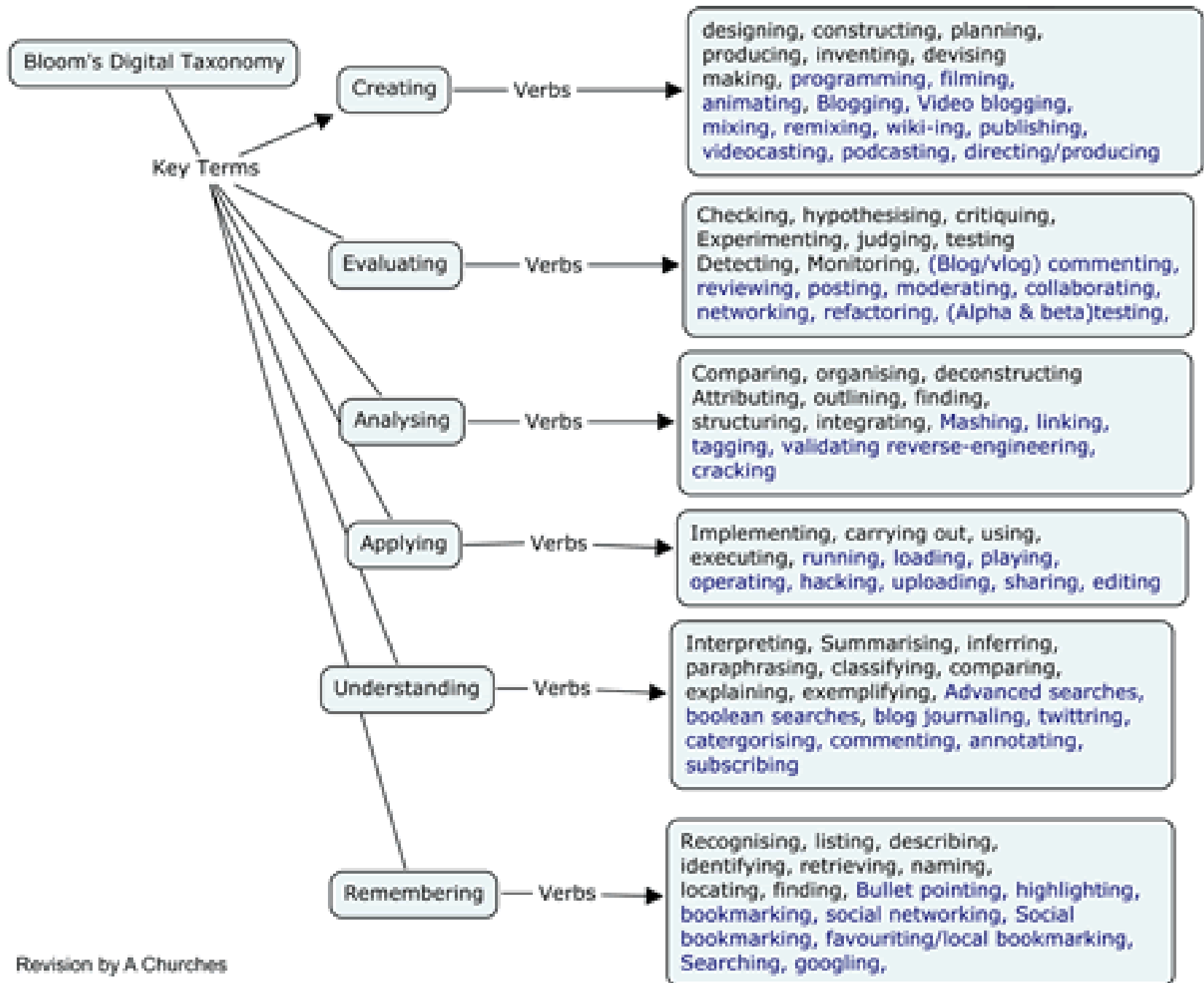
The logo features the word "TRAILS" in a large, bold, black, stylized font with a white outline and a drop shadow. It is set against a light green background with a subtle grid pattern. A winding path, depicted as a light brown ribbon, curves across the bottom of the image. The path is bordered by several green, rounded bushes or trees of varying sizes. The overall design is clean and modern, with a focus on the natural theme of trails.

TRAILS

Tool for Real-time Assessment of Information Literacy Skills

Bloom's Taxonomy Blooms Digitally





Overview

- About TRAILS www.trails-9.org
- Reasons to Use TRAILS
- Using TRAILS Step-by-Step
- Comments from Students, Teachers, & Administrators
- A Look at the TRAILS Site
 - Sample TRAILS Questions
 - TRAILS Reports

About TRAILS

- www.trails-9.org
- Funded by ILILE
- Based on Ohio K-12 Library Academic Content Standards
- 3rd, 6th, 9th, 12th grade tests
- 2 long multiple choice tests (25-30 Q each)
- 10 short multiple choice tests (10 Q each)

Content Areas

1. Develop Topic
2. Identify Potential Resources
3. Develop, Use, & Revise Search Strategies
4. Evaluate Sources & Information
5. Recognize How to Use Information Responsibly, Ethically, & Legally

Why Use TRAILS?

- Assesses student learning of information literacy skills
- Captures a large amount of information about student learning quickly
- Provides a thorough picture of student skill weaknesses and strengths
- Enables pre- and post-testing of students such as measuring differences in student learning
- Provides access to student scores, both individually and as a group, compared nationwide
- Offers an acceptable measure of student learning that is widely accepted by stakeholders including students, teachers, parents, administrators, and library colleagues
- Aligns with learning standards (AASL, 21st C, ACS)
- Aligns with professional standards (ACS, NBPTS, AASL)

Ohio K-12
Library Media
Academic Content
Standards

- 1.C.3. Collaborate with teachers to assess student learning.
- 1.C.4. Assess the progress of and collect data on all library instructional activities.

NBPTS
Library Media - ECYA
Standards

- Standard IV. Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

AASL
Empowering Learners
Guidelines

- Guideline: The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals--implements critical analysis and evaluation strategies.
- Guideline: The school library media program is built by professionals who model leadership and best practice for the school community--uses research to inform practice and makes evidence-based decisions.



5 Steps

- Devise an Action Plan
- Administer Test
- Analyze Results
- Share Results with Teachers & Students
- Revise Instruction

Devise an Action Plan

- Initiate conversation to set up meeting with teacher(s).
- Arrange specific time, location, place, and resources.
- Place meeting date on building calendar to avoid schedule conflicts.
- Invite teachers in other departments.
- Inform and invite principal.
- Prepare short presentation demonstrating TRAILS.
- Create a bulletin board and a flyer to ignite interest.
- Hold meeting and discuss selection of target classes with teacher(s).
- Decide whether to collect class results vs. individual student results.
- Discuss workarounds to any barriers to the administration of TRAILS.

Administer Test

- Finalize specific testing dates and periods with teacher(s).
- Continue sharing information with teacher(s) about the uses of TRAILS results.
- Offer to share TRAILS results with students and teacher(s).
- Open a TRAILS session for all students and assign codes with or without names.
- Assemble students in library at computers.
- Provide directions and explain goals.
- Distribute codes to students.
- Administer 30-question test.
- Close session (when all students are finished).

Analyze Results

- Generate and print reports.
- Begin analysis of TRAILS results by skill area.
- Map incorrect answers to some or all information literacy skill areas.
- Create an informal report analyzing the significance of the TRAILS results.

Share Results with Teachers & Students

- Secure a spot on department team meeting schedule.
- Prepare informal presentation of aggregated results.
- Share results with teacher(s).
- Specify date to share results with students.
- Share results with students.
- Gather feedback from students and teachers.

Revise Instruction

- Identify areas of information literacy skill weakness.
- Align skill weaknesses with instruction content.
- Collaborate with teacher(s) to discuss skill weaknesses.
- Replace/revise current instruction targets with ones designed to address weaknesses.
- Prepare new instruction.

Student Comments



- "What's Boolean?"
- "Did anyone get all the answers right?"
- "It took too long; I skipped to the end."
- "Doing the test online made me nervous."
- "How come we had to put numbers (codes) in?"
- "Are we going to take more tests and draw prizes?"
- "The OPAC question was easy; we did it in middle school!"

Teacher & Administrator Comments

- "The codes were interesting."
- "I didn't realize the test questions would be in a different order for each student."
- "My students heard about it; can they take it too?"
- "Will you share the results with my students?"
- "Can you tell me how each student did?"



A Look at TRAILS Site

About

How TRAILS Works

My Account

FAQs

Related Resources

See Student
Code Sample!

My Account Options

- [Create and Manage Sessions](#)
- [View Available Assessments](#)
- [View Sample Reports](#)
- [Benchmarks](#)
- [Change Password](#)
- [Edit My Account Information](#)
- [Sign Out](#)

TRAILS

Tool for Real-time Assessment of Information Literacy

Take Away

“TRAILS-9 is an effective assessment tool to use to measure your information literacy instruction program.”

Librarian Note: “[Use TRAILS to] demonstrate the value of the library’s contribution to student achievement.”

Owen, Patricia. “Using TRAILS to Assess Student Learning: A Step-by-Step Guide.” *Library Media Connection*. 28 (6): 2010. 36-38.

Photo Credits

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