

# TRAILS

## A Step-by-Step Plan

Patti Owen

[www.infowen.info/teacherlibrarian.html](http://www.infowen.info/teacherlibrarian.html)

TINS Conference

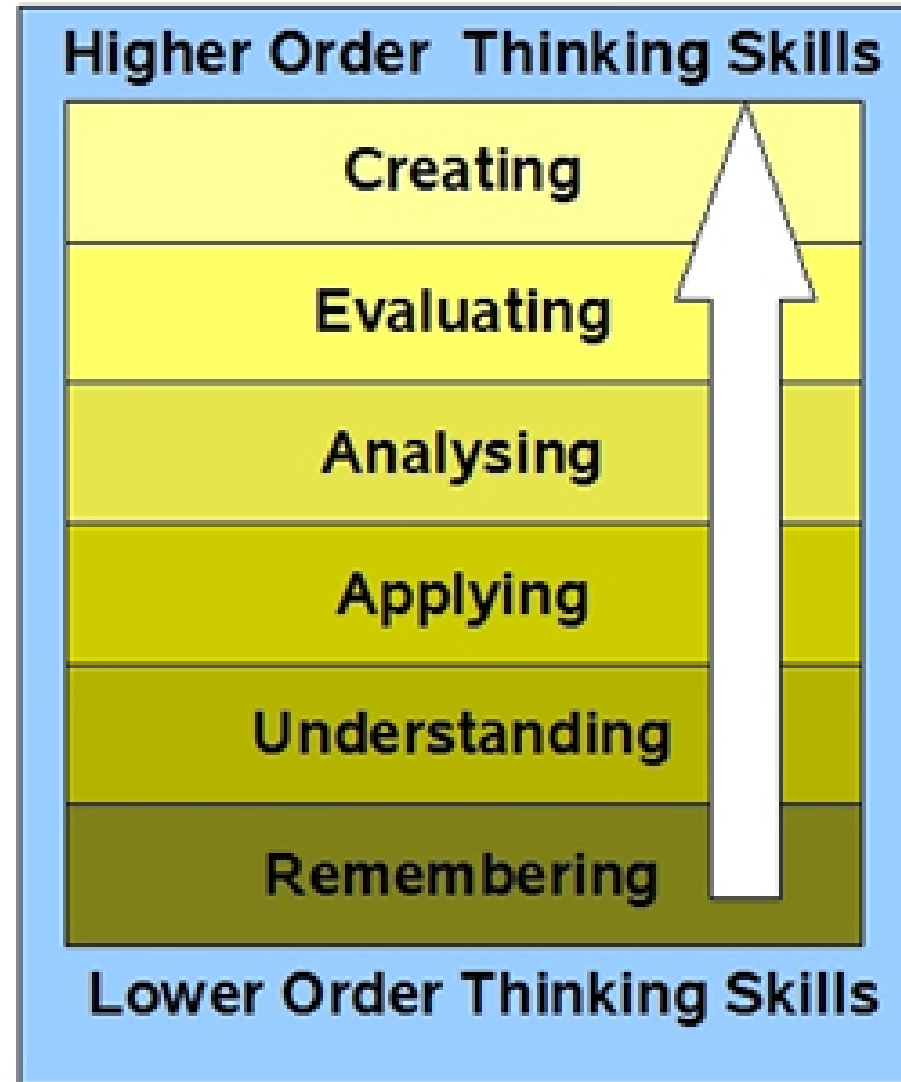
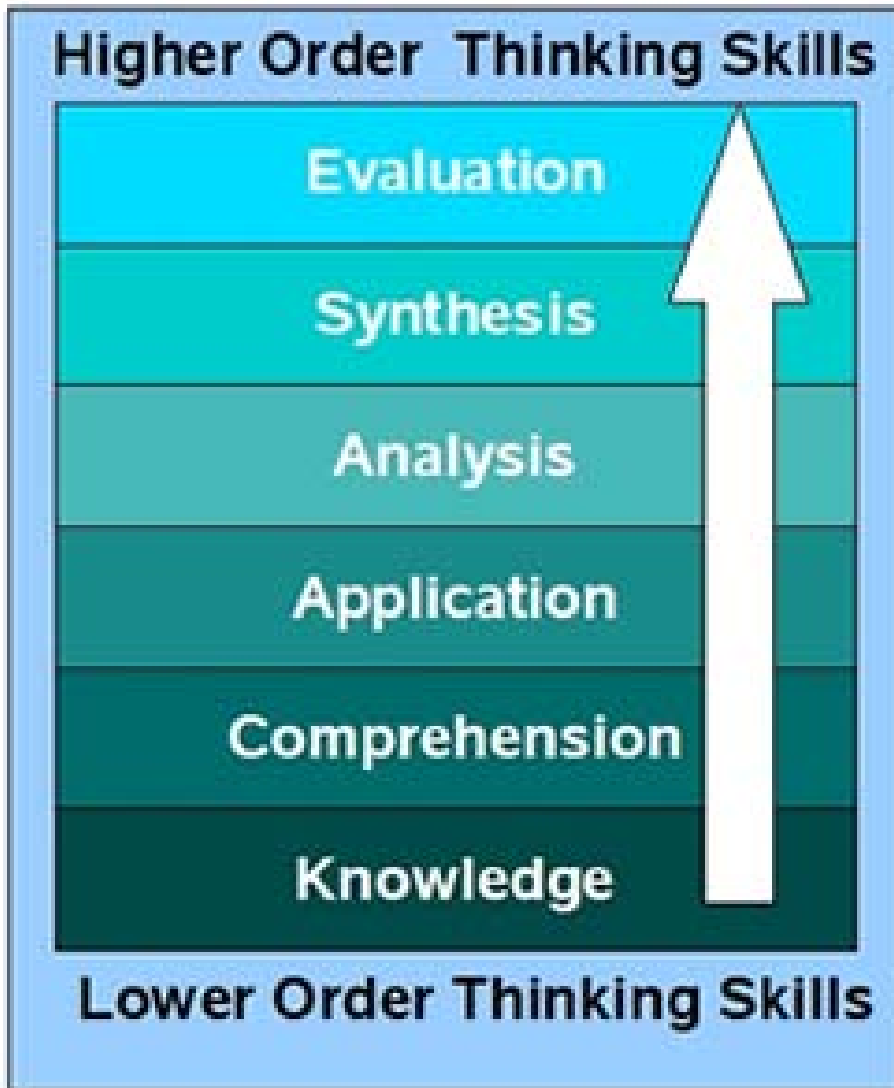
August 11, 2010

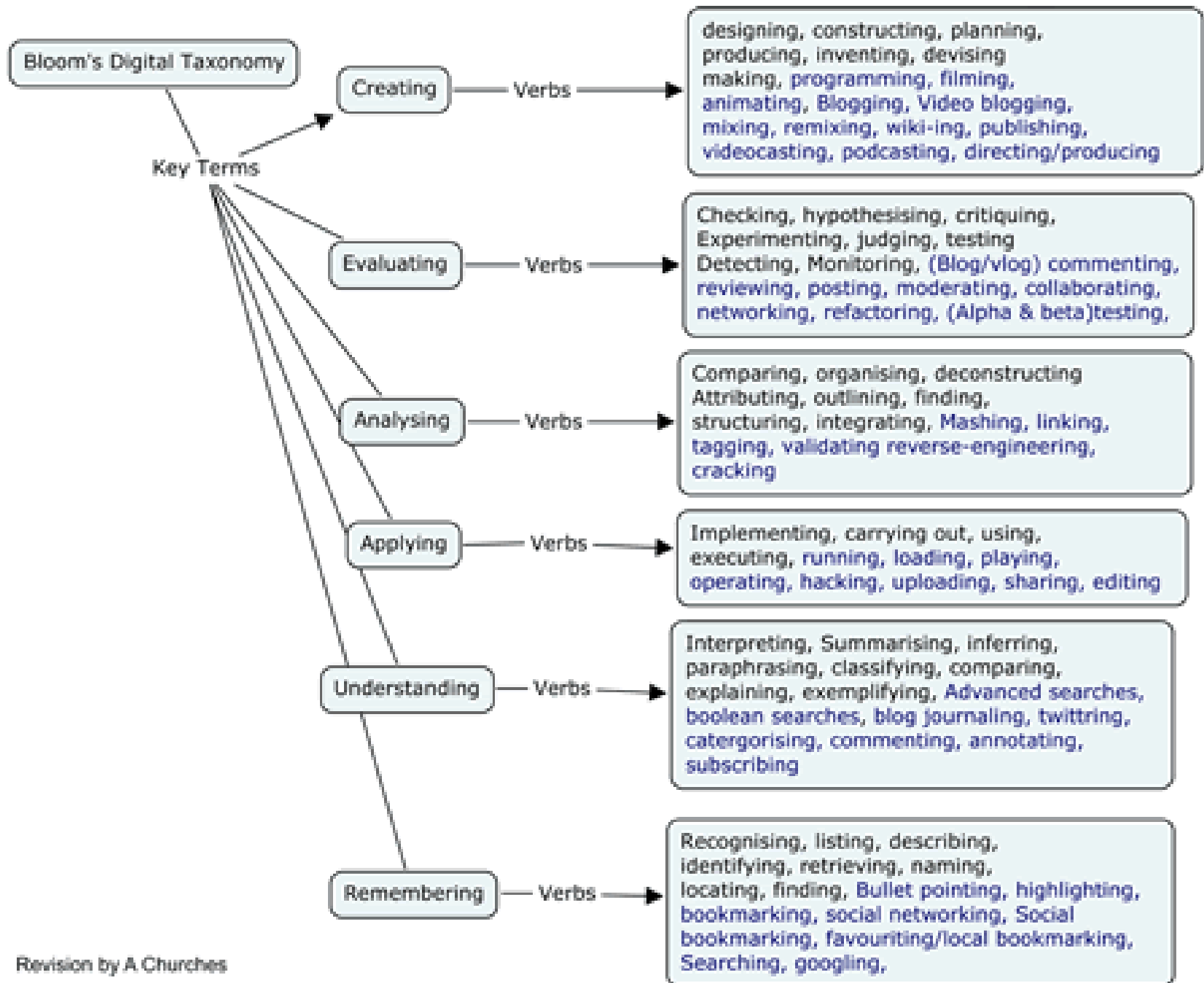
The logo features the word "TRAILS" in a large, stylized, black font with a white outline and a drop shadow. Below it is a light-colored path that curves from the bottom left towards the right. The path is surrounded by several green, rounded bushes or trees of varying sizes. The background is a light green color with a subtle grid pattern.

**TRAILS**

Tool for Real-time Assessment of Information Literacy Skills

## Bloom's Taxonomy Blooms Digitally





# Overview

- About TRAILS [www.trails-9.org](http://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](http://www.trails-9.org)
- Funded by ILILE
- Based on Ohio K-12 Library Academic Content Standards
- 3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup> 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, 21<sup>st</sup> 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.

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