Inspired by the Framework: A new information literacy test
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Creating the Threshold Achievement Test for Information Literacy

- Institutional reports
- Data analysis
- Develop scoring algorithm
- Field test with students
- Review by outside expert
- Cognitive interviews with students
- Create test items
- Performance indicators
- Write outcomes
- Identify IL skills
- Create Advisory Board
- Exploratory retreat

Test Parameters
- Purpose: Leverage practitioners’ expertise, Measure dispositions & knowledge, Assess at course, program or institution level, Assess at various stages of student development
- Presentation: On desktops, laptops, or tablets, Administer in 50-minute class session, Make as affordable as possible
- Practicality: Grit

Writing Teams Writing Test Items
- Purpose: Create item templates to record details about each item, Create item-writing guide, Meet face-to-face and through video chat to write, review, and revise items
- Presentation: Create test blue-print, Higher order thinking items, Innovative items, Varied response actions, Reflective responses, Criterion referenced scores

Want to get involved?
- Register on the web site: ThresholdAchievement.com
- Field test one or more modules
- Join the Advisory Board
- Check out our blog: blog.informationliteracyassessment.com
- Sign up for the newsletter

For more information, contact info@CarrickEnterprises.com

What is a disposition?
According to the Framework, dispositions are the “affective, attitudinal, or valuing dimension of learning.” Referring to Gavriel Salomon the Framework explains that, “Generally a disposition is a tendency to think or act in a particular way. More specifically, a disposition is a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow preferences to become realized in a particular way.”

An IL disposition is a latent characteristic that makes some IL behaviors more likely than others. IL dispositions are observable only through behaviors (such as responding to items on a test). Learners can develop, strengthen, or activate their dispositions.

Student reactions to our dispositional items
“This is an interesting kind of test. It’s more about how people think. If you have basic skills of reading and analyzing, then the test just seems to get at what people think about these questions, not what they know.” (sophomore)

“I used my own experience to help me answer how [the student in the scenario] should approach the situation.” (junior)

“These questions were difficult because it felt like there were no right answers.” (freshman)