

Lunchtime Civics Series: Becoming an Informed Voter**Lesson Assessment**

No diagnostic assessment will be done; the librarian will assume everyone is starting this program as a blank slate so all learners will have equal access to the content being taught.

General Formative and Summative Assessment Plan			
Objective	Data Source	Data Interval	Target Applied To
# & % learners who can identify 3 branches of government	Observation + Survey	During and End of course	All learners (100%)
# and % of learners who can explain how the 3 government branches interrelate	Observation	During course	80% of learners
# and % of learners who begin the self-reflection process using guided prompts to discern values and issues to inform votes	Observation	During course	All learners (100%)
# and % of learners who can locate a sample ballot through Pinellas County's Supervisor of Elections website	Survey	End of course	All learners (100%)
# and % of learners who can access Library X's Voter Resources Information Guide	Survey	End of course	All learners (100%)
# and % of learners who can retrieve applicable resources from the Guide	Observation + Survey	During and End of course	80% of learners
# and % of learners who can utilize applicable Guide resources to make voting decisions	Observation + Survey	During and End of course	80% of learners
# and % of learners who can critically evaluate voter information sources as factual or inaccurate	Observation + Survey	During and End of course	80% of learners
# and % of learners who can interpret at least two types of voter information sources by analyzing whether a candidate/ballot measure aligns with values/issue stance	Observation + Survey	During and End of course	80% of learners

Description of Formative Assessment

Possible sources of data to be used for formative assessment for this program include YouTube video, lecture, games, class discussion including question and answer and think, pair, share, reflection journal, and librarian observation.

1. Three Branches of Government. After watching a brief YouTube video about how the three branches of government interrelate, the librarian will pair up learners so they can discuss how they think it works with each other and then share with the larger group afterwards. The librarian will walk around facilitating discussion with targeted questions and then lead the group discussion afterwards. Through these discussions, the librarian will observe that at least 80% of learners can:
 - a. Identify the three branches of government (judicial (courts), executive (President), and legislative (Congress))
 - b. Describe what each branch does as part of its work (evaluates laws, carries out laws, and makes laws)
 - c. Describe how each branch of government can change acts of the other three branches (checks and balances)
2. Values and Issue Identification. Realizing that this is an ongoing practice, for this program the librarian will model a process using two guided prompts to help learners figure out their values and voting issues. The librarian will observe learners' journal reflections and assist as needed through direct question/answer. The librarian will be looking for all learners to engage in journaling through writing or drawing pictures for each prompt, realizing that this will look different for each learner.
3. Library X's Voter Resources Information Guide. Following a lecture and demonstration about how to access the Guide, retrieve resources, and utilize the Guide to make voting decisions, learners will repeat the process for a candidate whose information can be found utilizing the Guide. Through observations, the librarian will be looking for 80% of learners to discuss which Guide resources best apply, how to find issues within those resources, and then use them based on their reflection journal answers. Learners will also be asked in a Survey response about how well they think they understand these concepts.
4. Critical Evaluation of Voter Information Sources as Factual or Inaccurate. Following a lecture walking learners through IFLA's 'How to Spot Fake News' infographic plus how to utilize the five Ws to evaluate sources, the librarian will use game-based learning to teach learners whether a source and its content are fact or fiction. The librarian will observe learners' answers and their rationalizations, looking for 80% of learners to select correct answers and give fact-based reasons in support. Learners will also be asked in a Survey response about how well they think they understand this fact vs. fiction concept.

5. Interpretation of Voter Information Sources for Individual Use. Similar to the process using Library X's Voter Resources Information Guide in number 3 above, learners will use that Guide as a starting point to begin the voter research process plus utilize general search techniques that incorporate the fact vs. fiction evaluation process. Through class discussion and guided questions, the librarian will observe 80% of learners engaging, finding the next steps, and evaluating whether a candidate or ballot measure aligns with their values. Learners will also be asked in a Survey response about how well they think they understand these concepts and their confidence in doing future independent research.

Description of Summative Assessment

Possible sources of data to be used for summative assessment purposes include post-class librarian observations and feedback based on in-class activities listed in the formative assessment section above and a learner survey. Learning targets include all learners for identifying the three government branches, participating in a self-reflection process, locating a sample ballot, and accessing Library X's Voter Resources Information Guide. Other learning objectives have a targeted learning goal of 80%.

Summative Learner Survey

The Survey given to learners at the conclusion of the course will be both paper-based and available online. The Survey will seek to determine learners' self-assessment of skills learned in the course as well as their attitudes about their expertise after taking the course. The Survey will use both scaled questions or statements and open-ended questions to discern what learners actually feel like they learned because of this course.

1. Because of this program, I learned how to find and use information to become a knowledgeable voter.
 - a. Strongly Agree to Strongly Disagree Scale
2. How effective was this program in improving your voting research skills?
 - a. Highly Effective to Not Effective Scale
3. I feel confident to exercise my right to vote after participating in this program.
 - a. Strongly Agree to Strongly Disagree Scale
4. I can identify the three branches of government.
 - a. Agree/Disagree. If agree, please list them.
5. I know where to find a sample ballot through Pinellas County's Supervisor of Elections website.

- a. Agree/Disagree.
6. I know how to access Library X's Voter Resources Information Guide ("Guide").
- a. Agree/Disagree.
7. Because of this program, I know how to retrieve applicable resources from the Guide.
- a. Strongly Agree to Strongly Disagree Scale
8. Because of this program, I know how to use Guide resources to make voting decisions.
- a. Strongly Agree to Strongly Disagree Scale
9. I can confidently evaluate voter information sources as factual or inaccurate using information learned in this program.
- a. Strongly Agree to Strongly Disagree Scale
10. After participating in this program, I know how to vote based on whether a candidate or ballot measure aligns with my values or issue stances.
- a. Strongly Agree to Strongly Disagree Scale
11. How satisfied are you with the results of the in-program candidate and ballot searches?
- a. Extremely Satisfied to Not Satisfied Scale
12. I am confident in my voting toolkit to confidently research future ballots.
- a. Strongly Agree to Strongly Disagree Scale.
 - b. Why or why not?
13. What are you still confused about regarding voting?
14. What parts of the program best helped you understand how to make voting decisions?
15. Is there anything else you would like to share about this becoming an informed voter program? If yes, please share below.