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Show Me: Performance-Focused Assessment in One-Shot Instruction

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<https://escholarship.org/uc/item/5w69d1js>

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Publication Date

2026-02-20

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Show Me: Performance-Focused Assessment in One-Shot Instruction

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Defining Evaluation & Assessment

Evaluation

- Measures instructional effectiveness (e.g. format, materials)
- Gather data using workshop evaluations like muddiest point, smile sheets

Assessment

- Measures learner performance
- Gather data using workshop artifacts, course assignments

Why Evaluation is Enough

Barriers to one-shot assessment

- Librarians do not typically have access to student artifacts.
- If you do, e.g., one-shot active learning exercises, they are not representative of learning. Learning new skills takes practice over time.
- Artifacts created at the time of the instruction are a measurement of recall or ability to follow process.

Evaluation can help you determine:

- If learners are understanding the content;
- If the delivery format is an acceptable way of delivering the content;
- If learners feel confident or capable of applying something new.

Gathering Data

Google Forms

- Confidence with tool creation and reporting for all stakeholders.
- Credit Forms enable PDF receipt of completion for Canvas upload.
- Sharing of ownership is easy to assign.
- Supported campus tool = free

Robust analytics are not needed for this approach.

Drawbacks

- Volume restrictions
 - Google sheet cell limit
- Sometimes lost emails
 - Server lags when traffic is high
- Limited look and feel options
 - Question types and customizations

Using Smile Sheets for Evaluation

What is a smile sheet?

A post-training evaluation form, questionnaire, or survey used to gather learner reactions immediately after a learning event.

Common evaluation (smile sheet) questions

- On a scale of 1-5 how engaging did you find today's workshop?
- Do you have any feedback about today's Library session?
- List any topics or areas you were confused about, or that could have been explained more clearly.

Smile Sheet Challenges

Common evaluation (smile sheet) questions

- On a scale of 1-5, how engaging did you find today's workshop?
- Do you have any feedback about today's Library session?
- List any topics or areas you were confused about, or that could have been explained more clearly.

Challenges

- Does not lead to actionable feedback for the purpose of improvement.
- Traditional likert scales lack definition, e.g. what does 4 mean exactly?
- Difficult to pinpoint actions to make things “less muddy”?
 - Do they need more content?
 - Do they need different content?
- Learners can be satisfied but not learn the skills needed.

Transforming Smile Sheets for Evaluation

Performance-focused smile sheets

- Used to gather actionable feedback to improve instruction materials and/or format;
- Measure factors related to understanding, remembering, motivation to apply, and after-training supports.

How we've applied it

- Provide clearly defined likert choices.
- Ask questions that reveal actionable changes to instructional material or format.
- Use when assessment is not appropriate, e.g. learner artifacts aren't accessible, assessment is not scalable.

Example 1: Search Strategies Tutorial

Performance-focused Evaluation

Performance-focused Evaluation objective:

Learners will feel confident that they can use each strategy or feature with the examples provided in the tutorial.

Are you **confident** that you will be able to use the search strategies and database features after completing this tutorial? *Please answer honestly so we can improve the tutorial if needed.* *

	I am confident I can use this strategy/feature.	I would like more examples in order to feel more confident.	I would like more practice in order to feel more confident.	I am not confident about using this strategy/feature
BOOLEAN operators	☐	☐	☐	☐
truncation	☐	☐	☐	☐
search term adjacency	☐	☐	☐	☐
subject headings	☐	☐	☐	☐
database limits/filters	☐	☐	☐	☐
article/book abstracts	☐	☐	☐	☐
cited references	☐	☐	☐	☐
times cited	☐	☐	☐	☐
related items	☐	☐	☐	☐

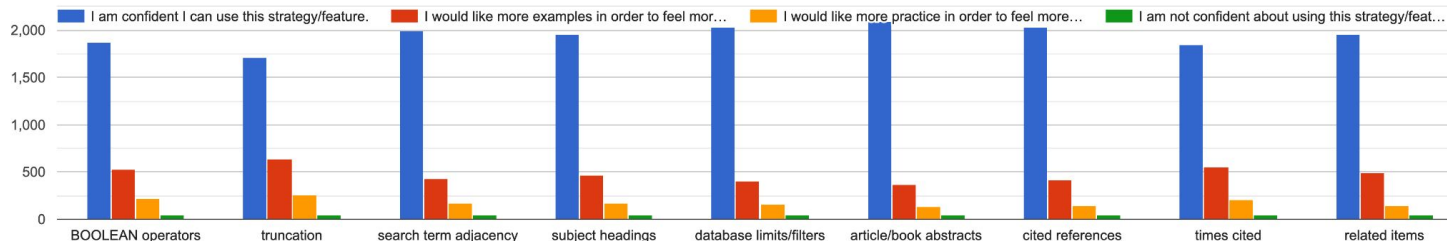
Search Strategies Tutorial

Results (October 2025-February 2026)

Performance-focused Evaluation objective:

Learners will feel confident that they can use each strategy or feature with the examples provided in the tutorial.

Are you confident that you will be able to use the search strategies and database features after completing this tutorial? Please answer honestly so we can improve the tutorial if needed.



Example 2: Primary Sources Tutorial

Assessment

Learning objectives:

- Given a primary source to study (e.g. photograph, engraving, letter), students will be able to observe the source, including describing the item in detail.
- Given a primary source to study (e.g. photograph, engraving, letter), students will be able to make inferences about the primary source.
- Given a primary source to study (e.g. photograph, engraving, letter), students will be reflect on how the source might be used in a college-level paper or project.
- Given a topic and various primary source formats (e.g. text, photo, illustration, audio, etc.), students.

Describe

Take a few minutes to read the [text](#) of the source.

Form an overall impression of the source, and then read it a second time, making note of any specific details provided in text.

List at least five observations about the **people, activities, and/or objects**. *

Your answer

What information does the text provide about where it originated? *

Your answer

What information do you know about the source's creation? (Comment on **who**, **when**, **where**.) *

Your answer

Who was the **intended audience** of this source? *

Your answer

Take a moment to consider both the [text](#) and [image](#) sources and **compare their themes** (e.g. leadership, setting, attitudes). Describe similar themes you can observe. *

Your answer

Primary Sources Tutorial Assessment

Rubric for MMW-Primary Source Assessment				
	Possible Responses	Green	Yellow	Red
Describe				
Includes: People/Objects/Activities, Setting/Location, Creation, Intended Audience	This letter seems to be a reply to a letter from Dessalines, where he despaired and told Louverture that the French have landed troops at Port-au-Prince/Port Republic. It seemed that that happened because Louverture and Dessalines' orders weren't followed. Louverture urges Dessalines to send troops to burn the city down because it's made of wood. Louverture thinks that the rainy season will deliver them from their foes, but in the dry season fire and destruction are their only options. When the French leave the city for the plains, he tells Dessalines to fall in from the rear and recapture the city. He tells Dessalines to tear up the roads, throw corpses and dead horses into water sources, and annihilate everything the French might need or want to use.	Provided observations supported by the document with details (more than just a list).	Provided a list of observations supported by the document.	Incorrect responses
Comparison				
Comparison between text and image	His last name is spelled differently between the two sources Louverture vs L'Ouverture. Both depict Louverture as a general or leader in a war. One is written by Louverture, from his perspective and while he was alive. The other is from the perspective of someone else, after his death. While the engraving is of a battlefield, there's no violence depicted, but the letter is all about flames and annihilation, showing a less sanitized/idealized version of the revolution.			
Infer & Reflect				
Includes: Why was the source created? What biases are in the source? What questions does the source raise?	Destroying roads and water sources makes Louverture seem ruthless and determined to win, even if it means his own people can't use the resources afterwards either, which might sound bad, but he also points out the stakes, which are that he and Dessalines and their followers will be re-enslaved if the French win.			
Use				
Includes: What info does the source provide about the revolution? How does the letter provide DAB?	I'd like to know why his surname was spelled differently by different people. I'd like to see what the original letter looked like, rather than just the typed transcription. Is there a scan of it anywhere? What orders did Louverture and Dessalines give that weren't followed and made it possible for the French to take Port-au-Prince? Who didn't follow them?			

Primary Sources Tutorial

Assessment Results

Learning objectives:

- Given a primary source to study (e.g. photograph, engraving, letter), students will be able to observe the source, including describing the item in detail.
- Given a primary source to study (e.g. photograph, engraving, letter), students will be able to make inferences about the primary source.
- Given a primary source to study (e.g. photograph, engraving, letter), students will be reflect on how the source might be used in a college-level paper or project.
- Given a topic and various primary source formats (e.g. text, photo, illustration, audio, etc.), students.

Results

- Describe: About 60% of the students understood how to describe a source.
- Compare: Most students were able to compare observations about the two sources, but they lacked the critical thought that higher scoring responses demonstrated.
- Reflect: Most students were able to reflect on “why” a source was created, but they did not understand bias in the way we intended.
- Type of Information: about 50% of students talked about how a source using the DAB framework presented (data, argument, or background).

Example 3: Curricular Integrated Instruction

Formative Assessment & After-training support

Assignment: Students do community-based observational research.

Library support:

- 2 in person library workshops
 - Topic Development
 - Searching the Literature
- Each workshop has a library worksheet the students are required to complete
 - Worksheet questions are mapped directly to learning outcomes
- Applying Search Strategies to Library Resources Tutorial (required)

Assessment

Worksheets are used for *formative assessment* and inform *after-training supports*:

- Students cannot meet with a librarian until they have completed the worksheet.
- Librarian instructor will post on Canvas to clarify points of confusion as observed and needed.
- Librarian is able to access some student final papers.

Want to learn more?

- [*Performance-Focused Smile Sheets: A Radical Rethinking of a Dangerous Art Form*](#) by Dr. Will Thalheimer
- [*Performance-Focused Learner Surveys: Using Distinctive Questioning to Get Actionable Data and Guide Learning Effectiveness*](#) by Dr. Will Thalheimer