

Summary of Assessment Results: The Checkology® Virtual Classroom 2021-2022

The News Literacy Project (NLP) is a national nonpartisan education nonprofit that empowers educators to equip students with the tools to be smart, active consumers of news and other information and engaged, informed participants in civic life. NLP's Checkology virtual classroom is an immersive resource through which students learn how to navigate today's challenging information landscape by mastering the core skills and concepts of news literacy so they can make informed decisions about what to trust, share and act on.

The Checkology virtual classroom is used primarily by middle and high school students and has been used in college classrooms as well. Given its online delivery system, Checkology can be used by educators anywhere. Educators can tailor the experience to fit their students' abilities, resources, and schedules, electing to implement the platform's multiple lessons as they see fit. The curriculum includes lessons requested by educators, enhanced interactivity and design, and game-like exercises where students can practice their skills. These interactive lessons use real-world examples of news and other information to test students' emerging skills and move them toward mastery. In 2021-2022, Checkology could be accessed by teachers and students using the platform in schools and classes (for education) or by independent learners (for the public).

Students who completed the Checkology lessons substantially improved in their responses for multiple metrics associated with the five standards. Using a strict measurement of success – 65-75% accuracy or agreement and 10+ point growth from pre- to post-survey on all metrics – no standards were achieved. Only two metrics (2.1 and 4.1) met both the accuracy and point growth standard. Looking at point growth, however, shows that students made significant gains on 8 metrics with point growth ranging from 11 to 37.9 percentage points. Additionally, point growth exceeded the goal of 10 points for the majority of the metrics associated with four of the five standards, signaling success in growth for those standards. Only metrics associated Standard 1 did not achieve 10+ point growth.

The three metrics associated with **Standard 1** showed limited accuracy in the pre-survey with some small growth in the post-survey. On metric 1.1, an item that asked students to match examples of propaganda, advertising, opinion, and news to their intended purpose improved by 4.8 points to an accuracy of 50.7% in the post-survey. Metric 1.3 improved 5.5 points, but only 24% of students agreed that not all information is intended to deceive. Metric 1.2 proved most difficult, with only 2.8% of students in the post-survey correctly identifying only the four advertisements on a webpage with 18 different elements to select.

Standard 2 met the growth standard of success for both metrics. On metric 2.1, success was fully achieved with 75.2% of students correctly identifying the five freedoms protected by the First Amendment in the post-survey, representing a 37.9-point growth. Metric 2.2 also showed significant improvement (32.8 points) but did not meet the 70% accuracy threshold moving from 20.4% accuracy to 53.2% accuracy.

Standard 3 met the growth standard of success for all three metrics with 18.1, 17.6, and 18.9-point growth respectively. Additionally, Metric 3.1 and 3.2 achieved high accuracy in the post-survey as well with 63.7% and 62.7% of students answering correctly.

Standard 4 met the growth standard for two of the three metrics. Metric 4.1 showed more than 10-point growth and surpassed the 70% accuracy threshold with 72.1% of students answering correctly in the post-survey. Metric 4.2 also improved by more than 10 points, but accuracy remained low (40.1%) in the post-survey. Metric 4.3 improved by 6.9 points.

Standard 5 met the growth standard on its single metric. Metric 5.2 measured whether students recognize the importance of checking information they share on social media. Agreement for this metric improved to 67.5% in the post-survey, representing a growth of 13.9 points. Additionally, Metric 5.1 showed growth with students reporting their preparedness to engage in an average of 5 civic behaviors in the pre-survey and 6.3 behaviors in the post-survey, suggesting students feel more prepared after engaging with Checkology.

Finally, **retention data** for five metrics (with at least 175 responses) shows that students retained or improved in their accuracy for four of the five metrics: 1.1, 1.3, 2.1, and 5.2. Metric 3.1 showed an 8.3-point drop from 72.2% accuracy to 63.9% accuracy.

Standards	Metric	Goal	Post-Platform Accuracy and Growth
Standard 1	Metric 1.1*	70% accuracy; 10+ point growth	50.7%; 4.8 points
	Metric 1.2	70% accuracy; 10+ point growth	2.8%; 1.3 points
	Metric 1.3	70% accuracy; 10+ point growth	24.0%; 5.5 points
Standard 2	Metric 2.1	70% accuracy; 10+ point growth	75.2%; 37.9 points
	Metric 2.2	70% accuracy; 10+ point growth	53.2%; 32.8 points
Standard 3	Metric 3.1	70% accuracy; 10+ point growth	63.7%; 18.1 points
	Metric 3.2	70% accuracy; 10+ point growth	62.7%; 17.6 points
	Metric 3.3	65% accuracy; 10+ point growth	46.8%; 18.9 points
	Metric 3.4	75% agreement with targeted attitudes	See analysis below
Standard 4	Metric 4.1	65% accuracy; 10+ point growth	72.1%; 15.1 points
	Metric 4.2**	70% accuracy; 10+ point growth	40.1%; 11.0 points
	Metric 4.3**	70% accuracy; 10+ point growth	44.4%; 6.9 points
Standard 5	Metric 5.1	See analysis below	See analysis below
	Metric 5.2	75% agreement with targeted attitudes	67.5%; 13.9 points

*New question for AY21-22

**New metric for AY21-22

Metric	N	Pre-Platform Responses	Post-Platform Responses	Change
Standard 1: <i>Students distinguish news from other types of information and can recognize both traditional and non-traditional ads.</i>				
% of students who correctly match each example with the type of information represented (metric 1.1)	29,693	45.9%	50.7%	4.8
% of students who correctly identify only four advertisements on webpage (metric 1.2)	3,310	1.5%	2.8%	1.3
% of students who recognize not all information is designed to mislead (metric 1.3)	13,733	18.5%	24.0%	5.5
Standard 2: <i>Students acknowledge the importance of the First Amendment and a free press to an informed citizenry in American democracy.</i>				
% of students who correctly identify the five freedoms in the First Amendment (metric 2.1)	13,992	37.3%	75.2%	37.9
% of students who recognize three examples of the press playing a watchdog role (metric 2.2)	8,698	20.4%	53.2%	32.8
Standard 3: <i>Students understand the standards of quality journalism and can use them to identify credible information and sources.</i>				
% of students who correctly identify five standards of quality journalism (metric 3.1)	14,484	45.6%	63.7%	18.1
% of students who correctly select three statements that demonstrate understanding of bias (metric 3.2)	15,780	45.1%	62.7%	17.6
% of students who select the more credible item (metric 3.3)*	8,556	27.9%	46.8%	18.9
Students agree some sources of information are more credible than others (metric 3.4)		See analysis below		
Standard 4: <i>Students demonstrate increased critical habits of mind, including effective verification skills and the ability to detect misinformation and faulty evidence.</i>				
% of students who recognize that the post does not provide credible evidence (metric 4.1)	10,093	57.0%	72.1%	15.1
% of students who recognize the posts demonstrate conspiratorial thinking (metric 4.2)	7,609	29.1%	40.1%	11.0
% of students who identify the two best ways to verify social media content (metric 4.3)	5,833	37.5%	44.4%	6.9
Standard 5: <i>Students express a sense of responsibility for the information they share and increased interest in civic engagement.</i>				
Average # of civic activities students say they feel prepared to do (metric 5.1)	10,066	5.0	6.3	1.3
% of students who recognize it is important to check whether the information you share on social media is true (metric 5.2)	23,126	53.6%	67.5%	13.9

Bolded values in green font indicate that the metric goal was met.

*Question was revised and data collection for analysis started with data from November 7, 2021.