

# Library Science Portfolio Rubric sp09

by Old Dominion University College of Ed

## Portfolio Rubric

### Portfolio

This rubric will be used to assess all areas of the Library Science Portfolio.

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	4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)
<b>Portfolio Organization</b> (2, 8%) ALA-AASL.4.1	Portfolio is complete. All links work. Portfolio shows a high degree of creativity, spelling and grammar. All elements are included.	Portfolio is complete and all links work. Creativity is evident, along with adequate writing and proofreading skills. All elements are included.	Portfolio is complete, but does not show evidence of quality work. Directions were not followed with regards to portfolio organization.	Portfolio has only limited structure.
<b>Portfolio Introduction</b>				
<b>Personal Belief Statement</b> (2, 8%) ALA-AASL.3.1	Personal belief statement includes 3-5 belief statements. Statements are explained in the context of school librarianship.	Personal belief statements are explained briefly. Context is limited.	Statements are vague. Explanation is limited.	Statements of belief are undefined or indistinct.
<b>Professional goals and growth in the profession</b> (2, 8%) ALA-AASL.3.1 ALA-AASL.3.3	Statement includes current short-term goals, review of plans for continued learning in the school library profession, goals for activity within the profession, and long-term goals. Strategies for achieving these goals and a timeline are also included.	Statement includes current short-term goals and a review of current skills. Learning growth is outlined. Strategies for achieving goals is described.	Statement is brief and only limited to current skills and situation. Goals are short-term and local only.	Limited view of professional growth.

<p><b>Vita/resume</b> (2, 8%) ALA-AASL.3.1 ALA-AASL.3.2</p>	<p>Vita and resume are current. Structure reflects standard resume formatting. Resume reflects school library positive objective.</p>	<p>Vita and resume are current. Structure reflects standard resume formatting.</p>	<p>Vita and resume are included. Structure does not adequately reflect standard format for a resume.</p>	<p>Resume does not reflect currency or formatting issues.</p>
<p><b>Personal Professional Strengths</b> (2, 8%) ALA-AASL.3.1 ALA-AASL.3.2 ALA-AASL.3.3</p>	<p>Contains reflection on application of personal aptitudes and learned skills to the school library profession. Examples include applications of personal professional strengths in school library situations.</p>	<p>Reflection is adequate and briefly mentions how personal professional strengths were developed. Applications to school library programs are brief but adequate.</p>	<p>Personal professional strengths are listed with limited explanations and contexts.</p>	<p>Listing of personal professional strengths does not contain adequate explanations.</p>
<p><b>Strengths</b></p>				
<p><b>Demonstrated Strengths</b> (5, 21%) ALA-AASL.1.1 ALA-AASL.1.2 ALA-AASL.1.3 ALA-AASL.1.4 ALA-AASL.2.1 ALA-AASL.2.2 ALA-AASL.2.3 ALA-AASL.3.1 ALA-AASL.3.2 ALA-AASL.3.3 ALA-AASL.4.1 ALA-AASL.4.2 ALA-AASL.4.3</p>	<p>Evidence of meeting the AASL standards as shown by assigned projects. Reflection tags show evidence of deep reflection about each project. Assignments are limited to 6-8.</p>	<p>Evidence is provided by selecting assigned projects. Reflection tags are included.</p>	<p>Assigned projects are included but a selection process is not evident. Reflection tags are brief.</p>	<p>Section is incomplete.</p>
<p><b>Reflections on Practice</b></p>				
<p><b>Reflections on librarianship</b> (2, 8%) ALA-AASL.3.1</p>	<p>Reflections include discussion of librarianship as a profession on a national/international basis, and includes your place in that profession.</p>	<p>Reflections include discussion of librarianship as a profession on a national/international basis.</p>	<p>Discussion of the library profession is limited to local situations.</p>	<p>Librarianship as a profession is not mentioned</p>
<p><b>Reflections on Information Power</b> (2, 8%) ALA-AASL.2.3 ALA-AASL.3.1 ALA-AASL.3.2 ALA-AASL.3.3</p>	<p>Information Power as the national guidelines for the school library profession is referred to in several</p>	<p>Discussion of Information Power is limited to the mission and vision/roles.</p>	<p>Discussion includes mention of Information Power but with no</p>	<p>Reflection does not mention Information Power.</p>

	contexts and examples.		details.	
<b>Evidence of professional readings</b> (2, 8%) ALA-AASL.3.1 ALA-AASL.3.2 ALA-AASL.3.3	Reflection includes quotes and references to 4 or more outside readings or noted scholars.	Reflection includes quotes and references to 3 outside readings or noted scholars	Reflection includes quotes and references to 1-2 outside readings or noted scholars.	No readings or scholarly work is noted.
<b>Reflections on collaborative work with K-12 students</b> (2, 8%) ALA-AASL.1.4 ALA-AASL.2.1 ALA-AASL.2.2 ALA-AASL.2.3 ALA-AASL.3.2	Reflection includes 3 or more references to projects conducted in collaboration with classroom teachers and with K-12 students.	Reflections includes 2 references to projects conducted in collaboration with classroom teachers and K-12 students.	Reflection includes at least 1 reference to projects conducted in collaboration with classroom teachers and K-12 students.	Reflection does not include references to projects conducted with classroom teachers and K-12 students