

**Palmer School of Library and Information Science  
e-Portfolio Goal Milestone Rubric**

Criteria	Capstone Quality (3)	Milestone Quality (2)	Benchmark Quality (1)	Comments
Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities	A. Student recognizes the complexities within ethical issues and <i>applies</i> the appropriate principles, philosophies, and practices when serving patrons, institutions, or communities	A. Student recognizes basic and obvious ethical issues and <i>describes</i> some of the complexities, principles, philosophies, or practices when serving patrons, institutions, or communities	A. Student recognizes basic and obvious ethical issues but <i>fails to grasp</i> complexities of ethical issues and <i>does not describe</i> relevant principles or philosophies or practices of serving patrons, institutions, or communities	
	B. Student independently <i>adapts and applies</i> skills, abilities, principles and philosophies of the profession to situations and cases, resolving difficult ethical challenges inherent in the library and information science profession	B. Student <i>uses</i> skills, abilities, principles or philosophies of the profession in situations or cases and contributes to the understanding of ethical problems or issues inherent in the library and information science profession	B. Student uses, in a basic way, skills, abilities, principles or philosophies of the profession in one situation or case with basic understanding of the ethical issues inherent in the library and information science profession	
	C. Student provides more than one source of evidence of Capstone Quality for Goal 1	C. Student provides at least one source of evidence of Milestone Quality for Goal 1	C. Student provides only one source of evidence of Benchmark Quality for Goal 1	
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Goal 2: Utilizes a broad range of approaches, systems, and technologies to manage and deliver information	A. Student thoroughly applies multiple approaches, systems, and technologies to manage and deliver information	A. Student proposes more than one approach, system, and technology to manage and deliver information	A. Student identifies only a single approach, system or technology to manage and deliver information	
	B. Student deeply addresses multiple contextual factors in managing and <u>delivering information</u>	B. Student identifies one or more contextual factors in managing and <u>delivering information</u>	B. Student superficially determines one or more factors when managing and delivering information	
	C. Student provides more than one source of evidence of Capstone Quality for Goal 2	C. Student provides at least one source of evidence of Milestone Quality for Goal 2	C. Student provides only one source of evidence of Benchmark Quality for Goal 2	
Criteria	Capstone Quality (3)	Milestone Quality (2)	Benchmark Quality (1)	Comments
Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations	A. Student demonstrates extended knowledge (facts, theories, principles and practices) of the delivery of user-centered services and cost-effective programs tailored to the needs of the multicultural and diverse populations in <u>libraries and information centers</u>	A. Student identifies facts, theories, principles or practices of the delivery of user-centered services and cost-effective programs tailored to the needs of multicultural and diverse populations	A. Student provides few indications of knowledge of facts, theories, principles or practices for the delivery of user-centered services and cost-effective programs for services for multicultural and diverse populations	
	B. Student demonstrates experience of and initiative in multiple occurrences of the delivery of user-centered services and cost-effective programs tailored to the needs of multicultural and diverse <u>populations</u>	B. Student describes participation in practices of the delivery of user-centered services and cost-effective programs tailored to the needs of multicultural and diverse populations	B. Student describes plans for the delivery of user-centered or cost-effective programs tailored to the needs of multicultural and diverse populations	
	C. Student provides more than one source of evidence of Capstone Quality for Goal 3	C. Student provides at least one source of evidence of Milestone Quality for Goal 3	C. Student provides one source of evidence of Benchmark Quality for Goal 3	
Criteria	Capstone Quality (3)	Milestone Quality (2)	Benchmark Quality (1)	Comments
Goal 4: Staff, manage and lead libraries and information organizations of all types	A. Student articulates a complex understanding of the many factors involved in staffing, managing, and providing leadership in a library or information organization of their choice	A. Student identifies one or more of the factors involved in staffing, managing, or providing leadership in a library or information organization of their choice	A. Student has a minimal understanding of the factors involved in staffing, managing, or leading a library or information organization	
	B. Student demonstrates ability and commitment to achieve excellence in staffing, managing, and leading the library or information organization of their <u>choice</u>	B. Student identifies one or more strategies to adequately staff, manage, or provide leadership in the library or information organization of their choice	B. Student begins to identify one or more relevant ways to staff, manage, or lead a library or information organizations	
	C. Student provides more than one source of evidence of Capstone Quality for Goal 4	C. Student provides at least one source of evidence of Milestone Quality for Goal 4	C. Student provides one source of evidence of Benchmark Quality for Goal 4	
Criteria	Capstone Quality (3)	Milestone Quality (2)	Benchmark Quality (1)	Comments
Goal 5: Contribute to the profession through service, research and advocacy	A. Student pursues educational interests about contributing to the library and information science profession through service, research and/or advocacy outside classroom requirements; knowledge and/or experiences are pursued independently	A. Student shows interest in pursuing avenues to contribute to the library and information profession through service or research or advocacy	A. Student demonstrates minimal knowledge about how to contribute to the library and information profession through service, research or advocacy	
	B. Student provides evidence of experience in service, research and/or advocacy activities and describes what he or she has learned about the profession and his/ her role as a librarian or information professional as a result of such activities	A. Student provides evidence that suggests he or she is interested in contributing to the profession through service, research or advocacy as a result of course requirements and describes what he or she has learned about the profession as a result of such activities	B. Student makes vague reference to ways that he or she could contribute to the library and information profession, either through service, research or advocacy	
	C. Student provides more than one source of evidence of Capstone Quality for Goal 5	C. Student provides at least one source of evidence of Milestone Quality for Goal 5	C. Student provides one source of evidence of Benchmark Quality for Goal 5	