Pratt SI MSLIS Portfolio Assessment Rubric

Last Updated: March 23, 2023 - Approved Sept. 14, 2023

Program-level Learning Outcome	Satisfies Graduation Requirement		Does NOT satisfy Graduation Requirement	
	Exemplary	**Competent**	**Needs work**	**Unsatisfactory**
Foundations of Library & Information studies – Apply core concepts and theories to information collection, organization and access in multiple environments.	Deftly and to great effect applies core concepts and theories of library and information science to information collection, organization and access. Shows a strong understanding of context and environments.	Correctly applies core concepts and theories of library and information science to information collection, organization and access. Shows an understanding of environment and context.	Shows awareness of concepts and theories of library and information science to information collection, organization and access, however, they may be applied in a way that may not best serve the particular environment, or are otherwise poor uses.	May show some awareness of concepts and theories of library and information science to information collection, organization and access; however, they are used inappropriately or in the wrong context.
User-centered services – Students can meet information needs of diverse user communities across multiple communication formats (e.g. oral, written, visual, interactive).	Demonstrates mastery of issues related to use and users of information and/or information systems. Shows empathy and proficiency in applying a user-centered perspective. Demonstrates exemplary knowledge of diverse user communities and diverse information needs. Shows advanced proficiency in locating, assessing, and using information products and services that best serve users. When communicating, content presentation takes full advantage of the chosen media and language is appropriate to the intended audience.	Demonstrates deep understanding of issues related to use and users of information and/or information systems. Effectively applies and represents a user-centered perspective. Demonstrates knowledge of diverse user communities and diverse information needs. Shows a strong ability to locate, assess, and use information products and services that best serve users. When communicating, content is	Demonstrates weak or superficial understanding of issues related to use and users of information and/or information systems. Poorly applies and represents a user-centered perspective. Does not adequately address issues related to diverse communities and diverse information needs. Needs to improve ability to locate, assess, and use information products and services that best	Demonstrates little or no understanding of issues related to use and users of information and/or information systems. Does not apply or represent a user-centered perspective. Does not address issues related to diverse user communities and diverse information needs. Demonstrates poor ability to locate, assess, and use information products and services that best

		appropriately presented through the chosen media and language is appropriate to the intended audience.	serve users. When communicating, medium does not contribute to the presentation of content, and language is incongruent with the audience or venue, or is not well edited	serve users. When communicating, media is inappropriate or works across purposes with the content, and project may not be edited.
Technology – Students can select and apply tools and technologies used in the field to improve information functions.	Shows understanding of one or more programming languages. Effectively uses digital tools for information organization, access, retrieval, use, and preservation and management of digital content and collections. Digital tools include electronic resources, library systems, archival systems, web-based tools, database management systems, digitization, instructional technology, media production, visualization tools and/or markup-languages. Ability to use advanced functions of operating systems (e.g., scripting). Demonstrates ability to troubleshoot technology issues by articulating the problem-solving process used.	Effectively uses digital tools for information organization, access, retrieval, use, and preservation and management of digital content and collections. Digital tools include electronic resources, library systems, archival systems, web-based tools, database management systems, digitization, instructional technology, media production, visualization tools and/or markup-languages. Ability to use standard operating systems. Demonstrates ability to troubleshoot technology issues by articulating the problem-solving process used.	Ineffectual use of digital tools for information organization, access, retrieval, use, and preservation and management of digital content and collections. Demonstrates ability to use web-based tools and standard operating systems. Digital tools include electronic resources, library systems, archival systems, web-based tools, database management systems, digitization, instructional technology, media production, visualization tools and markup-languages. Shows difficulty demonstrating ability to troubleshoot technical issues.	Poor use of digital tools for information organization, access, retrieval, use, and preservation and management of digital content and collections. Shows difficulty using web-based tools and standard operating systems. Digital tools include electronic resources, library systems, archival systems, web-based tools, database management systems, digitization, media production, instructional technology, visualization tools and markup-languages. Shows difficulty demonstrating ability to troubleshoot basic technical issues.
Research - Investigate information environments	Research is goal oriented and includes a thesis or research	Research includes tangential information, but	Research mixes relevant and irrelevant	Research lacks focus or purpose. Does not

and users' needs, behaviors, and experiences through appropriate research methods and analysis.	question(s)/topic(s). Research topic is original and has the potential to contribute to field. Student uses a variety of quality sources. Student collects data or textual research and analyzes it using research methods. Student draws conclusions supported by evidence and analysis. Sources are well cited.	is otherwise goal oriented [includes a thesis or research question(s)/topics(s)]. Research topic shows some originality and potential contribution to the field. Student gathers information from quality sources. Student collects data or textual research and analyses it using research methods. Student makes an effort to draw conclusions from the research collected. Sources are well cited.	information, and the research goal is vague. Student gathers material from limited sources or unreliable sources. Student collects little or no original data or textual research, or uses inappropriate analysis methods. The analysis is missing or inappropriate. Citations are missing or poorly formed.	include quality sources. Evidence not included or does not support conclusions. No original data collection, textual research, or analysis completed. Citations are not included or poorly attributed. Paper may be plagiarized.
Ethical/Creative/Critical practice – Apply core ethical principles to professional practice, including the values of diversity, equity, and inclusion (DEI), and understand the broad impact of information on society. Students can raise critical questions about information, its production, dissemination, storage and preservation.	Student work shows a detailed understanding of the profession, including current trends, ethical standards, and the larger role of LIS. Student can clearly place their work within the context of the field and demonstrate its relevance. Student demonstrates ability to reflect on their practice. Student is growing into a leader in the field. Work demonstrates creativity. Multifaceted dimensions of DEI are expressed in work.	Student work shows an awareness of the profession, including current trends, ethical standards, and the larger role of LIS. Student can generally place their work within the context of the field and discuss its relevance. Student demonstrates ability to reflect on their practice. Work demonstrates creativity. Elements of DEI expressed in work.	Student work shows some awareness of the profession, but detail or accuracy may be lacking. Student has difficulty placing their work within the context of the field and/or discussing its relevance. Student may not be ready to enter the field as a professional. Student does not demonstrate ability to reflect on their practice. Student may demonstrate some creativity. Work does not demonstrate an awareness of DEI.	Student work shows little or no understanding of the profession. Student cannot place their work within the context of the field or discuss its relevance. Student is not ready to enter the field as a professional. Student does not demonstrate ability to reflect on their practice. Student may demonstrate little or no creativity. Work does not demonstrate an awareness of DEI or is working at odds with DEI.