

University of Hawai'i at Mānoa Library & Information Science Program
ePortfolio Rubric
 version of 4 March 2018

Student Learning Outcome	Exceeds standard (4)	Meets standard (3)	Approaches standard (2)	Does not meet standard (1)
SLO1 Services: Design, provide, and assess information services	Demonstrates creative understanding and/or ability to apply SLO elements to a high professional standard.	Demonstrates understanding and/or ability to apply SLO elements to a professional standard.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.
SLO2 Professions: Apply history and ethics to develop a professional LIS identity	Demonstrates creative understanding and/or ability to apply SLO elements to a high professional standard. Can both advocate for and challenge LIS principles and ethics, their appropriate application in real-world situations, and their own role in the profession.	Demonstrates understanding and/or ability to apply SLO elements to a professional standard. Can identify and apply LIS principles and ethics appropriately, and can articulate their own role in the profession.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard. Can identify and apply some LIS principles and ethics appropriately, unclear articulation of their own role in the profession.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.
SLO3 Resources: Create, organize, manage and discover information resources	Demonstrates creative understanding and/or ability to apply SLO elements to a high professional standard. Can both advocate for and challenge principles and standards related to information organization, management and discovery.	Demonstrates understanding and/or ability to apply SLO elements to a professional standard. Can identify and apply principles and standards related to information organization, management and discovery appropriately.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard. Can identify and apply some principles and standards related to information organization, management and discovery appropriately.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.
SLO4 Technologies: Evaluate and apply information technologies	Demonstrates creative understanding and/or ability to apply SLO elements to a high professional standard. Can both advocate for and challenge the appropriate application of specific technologies in specific information environments.	Demonstrates understanding and/or ability to apply SLO elements to a professional standard. Can identify and appropriately apply specific technologies in specific information environments.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard. Can identify some specific technologies but may not apply them appropriately.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.
SLO5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities	Demonstrates culturally competent understanding, practice, and ability to apply SLO elements to a high professional standard.	Demonstrates culturally competent understanding, and ability to apply SLO elements to a professional standard.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.
SLO6 Management: Demonstrate skills necessary to manage and work effectively within information organizations	Demonstrates creative understanding and/or ability to apply SLO elements to a high professional standard. Can articulate and challenge management concepts and details of organizational workflow.	Demonstrates understanding and/or ability to apply SLO elements to a professional standard. Can articulate management concepts and details of organizational workflow.	Demonstrates inconsistent understanding and/or ability to apply SLO elements to a professional standard. Can articulate few management concepts and details of organizational workflow.	Demonstrates little understanding and/or ability to apply SLO elements to a professional standard.

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One of the strengths of a reflective, evidence-based ePortfolio is that there are many ways to demonstrate how your individual artifacts and experiences combine to meet program standards. This FAQ is designed to clarify rubric standards and provide examples of how they are developed and assessed. If you still have questions, you are encouraged to consult your advisor or any faculty member.

How do I demonstrate a “high professional standard” vs. a “professional standard”?	How do I develop these skills in the LIS Program?
Demonstrate systematic inquiry of and evidence-based support for a practical and theoretical understanding of the student learning outcome	Course assignments give you opportunities to make well-grounded recommendations meeting professional standards in specific situations. To reach a high professional standard, also show that you have a decision-making process that can be adapted to future situations. It should include searching the professional and/or research literature when appropriate, integrating ethical principles and stakeholder views, as well as processes and metrics for assessment.
Consider not only immediate operations and outcomes but also the broad assumptions, implications, and potential side effects	Considering the goals and perspectives of diverse stakeholders and traditions will allow you to anticipate potential consequences of seemingly simple decisions. For example, in course assignments you might recommend implementing a new system that increases productivity in one unit, but to demonstrate a high professional standard you would also investigate whether that change might engender staff resistance, or create a productivity bottleneck elsewhere.
Present a range of artifacts and work samples that relate to the student learning outcome	Each LIS course is linked to one primary student learning outcome, and includes at least one assignment designated by the instructor as ePortfolio-eligible. To demonstrate a high professional standard, you would go beyond these predetermined labels and show how other, less-obvious coursework and experiences also demonstrate your mastery of some SLOs.
Identify and describe professional growth from experiences both inside and outside the classroom	A professional can articulate the skills they learned in each job, essentially narrating their own resume. But demonstrating a high professional standard requires a more reflective mindset, where you also systematically consider and articulate how your work practices and perspectives changed through work and non-work experiences, what those experiences taught you, and how you can improve.
Display significantly changed perspectives about his/her understanding of complex questions or challenges related to the student learning outcome	A professional might be able to recite and apply ethical principles and best practices, but reaching a high professional standard requires that you question them. It requires sufficient self-awareness to understand your individual perspectives and biases, and sufficient courage to question and change them.

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How do I demonstrate “creative understanding”?	How do I develop these skills in the LIS Program?
Synthesize ideas in original ways	You don't have to look outside the LIS literature to learn, for example, how librarians get and keep toddlers' attention. But how do video game designers do it? You can likely get a passing grade in most of your assignments just by consulting the literature within the LIS field, but applying solutions and strategies from other fields is one way to demonstrate creative synthesis and understanding.
Ask new questions to build upon an idea	Creative professionals don't just consume information--they question it, engage in conversations about it, and produce new knowledge. In course assignments you'll devote plenty of time to addressing the questions instructors give you, but also consider what questions are unasked. For example, whose voices are present and missing in the discussion? Questions like that help build on ideas, and demonstrate creative understanding.
Present multiple ideas and solutions to problems	You will have many opportunities throughout your coursework to design, compare and propose different solutions to LIS-oriented problems. It may seem tempting to propose a single “best” or at least “good enough” solution, and many vendors of library systems prey on professionals who are just looking to make a quick, defensible decision. However, a creative professional can break down the relevant dimensions of a problem (for example, interface, cost, compatibility), weigh and articulate the pros and cons of multiple potential solutions, and propose a customized course of action that might be a counterproposal to a vendor, or a hybrid solution.
Communicate ideas in new and innovative ways	While some professional work needs to be presented in a formal, structured way, look for opportunities in course presentations and elsewhere to explore things like data visualization and creative media to communicate your ideas memorably and effectively.