**Selection Criteria Rubric**

|  |  |  |
| --- | --- | --- |
|  | Accepted | Needs Work/Resubmit |
| Collaboration with librarian in applying for stipend | Librarian was clearly involved in the application process. | Librarian was uninvolved in application process. |
| High level of involvement with librarian | Librarian is a partner in the development and application of content. Examples: repeated class visits by the librarian, co-teaching, or assessment of the IL component. | Librarian has low level of involvement in development and application of content. Examples: only a single visit by the librarian, librarian only creates learning objects, or librarian is seen only in consultations outside of class. |
| Assignment is major component of course | Assignment is integral to overall course goals and scaffolded throughout the semester. Example: a multi-stage project that includes concepts built upon through multiple instructional sessions. | Assignment is a stand-alone project that doesn’t align with the larger course goals. Example: a single assignment that can be addressed through search demonstrations by the librarian. |
| Assignment Design | Clearly focuses on the research and/or writing process. Creates an authentic learning experience. Examples: demonstrating disciplinary writing/research to students, addressing how students can transfer knowledge and skills, and/or considering problem-based learning. | Focuses on the product rather than the process. Learning experience doesn’t align with course goals. Learning isn’t transferable. |
| Learning outcomes address IL skills/concepts | Learning outcomes involve critical thinking and evaluation. Learning outcomes address aspects of the disciplinary or general ACRL Framework concepts of information literacy. Examples: <https://guides.smu.edu/research_assignments/slos> | Learning outcomes don’t address ACRL frameworks, research assignment design guide, or doesn’t include IL learning outcomes. |
| Identifies bottlenecks to learning | Discusses potential roadblocks or hurdles to learning based upon past assignments or disciplinary knowledge | No roadblocks or hurdles to learning are discussed |