

**Rubric for Collaboration Planning Sheets-** Library media specialists and teachers can use the following rubric to analyze collaboration planning sheets. By comparing the level of collaboration by department, yearly or another method, media specialists can determine if the level of collaboration is improving.

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
No objectives are listed or objectives do not relate to curriculum standards.	Objectives are not clearly defined.	Objectives are clearly defined and relate to curriculum standards	Objectives are clearly defined and are based on both information skills and curriculum standards.	Objectives are clearly defined and are based on information skills, curriculum standards, and needs of learners.
No co-planning between teacher and media specialist occurs before the student visit.	Teacher plans unit; media specialist may suggest resources.	Teacher plans unit; media specialist suggests resources.	Teacher and media specialist collaboratively design and facilitate student learning experiences.	Teacher and media specialist collaboratively plan, design, facilitate and evaluate student-learning experiences.
Assignments do not require students to use media center resources.	Media specialist gathers library resources for students to use (instead of students searching for themselves).	Students are encouraged to use a variety of resources.	Assignments require the use of a variety of appropriate information sources.	Teacher, media specialist and learners select appropriate information sources.
Students rely on their own skills to find information.	Information access skills do not seem to be a part of the project.	Information access skills are taught some time before the assignment is given.	Information access skills are taught at the beginning of the unit.	Information access skills are taught within the context of the activities.
Students find answers to knowledge questions.	Students gather information on an assigned topic.	Activities encourage students to research and organize information.	Assignments require students to solve problems or create new meaning.	Assignments require students to solve problems or create new meaning relevant to the learner.
Completed assignments are not evaluated.	Teacher grades the completed assignment.	Teacher evaluates the project and shares findings with media specialist.	Teacher and media specialist assess the content and process of the completed project in the context of the stated objectives.	Teacher, media specialist, and students determine whether the knowledge product produced the intended outcome.