

Louisiana Library Program Rubric

Released August 2025

The Louisiana Library Program Rubric was designed through a partnership with the LDOE, the National Institute for Excellence in Teaching, and the Louisiana Association of School Librarians to directly support improvements in school librarian practices. By clearly defining standards for librarians to follow and ensuring they take part in library programs, this rubric supports schools in establishing programs that promote literacy. This research-based rubric provides a common understanding and language for supporting student growth and success represented in four key domains, as shown in the overview below.

Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual librarian performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score at levels 2 or 4 based on the consistency of the evaluatee's actions related to the descriptors and specific evidence to merit the rating. Librarians earn a score of 1, 2, 3, 4, or 5 for each indicator. The domains and their research-based performance indicators serve as a tool for librarian coaching, support, and evaluation.

Evaluators will calculate scores on the Louisiana Library Program Rubric on paper and enter an overall score into LES by selecting the approved alternate rubric for evaluation type. Librarians will also calculate self-assessment scores on paper and enter overall self-assessment scores. Information on calculating scores can be found in [Appendix A](#).

Louisiana Library Program Rubric Domains and Indicators

<u>INSTRUCTION</u>	<u>ENVIRONMENT</u>	<u>LIBRARY SERVICES AND MANAGEMENT</u>	<u>PROFESSIONALISM</u>
- Standards and Objectives - Planning - Motivating Students - Activities and Materials - Promoting Literacy - Promoting Inquiry - Academic Feedback - Librarian Content Knowledge - Librarian Knowledge of Students - Thinking - Problem-Solving	- Expectations - Student Engagement - Learning Environment - Respectful Conditions	- Seeking Information - Sharing and Crediting Sources - Resource Management - Library Administration	- Growing and Developing Professionally - Reflecting - School Involvement - School Responsibilities

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Standards and Objectives	- The librarian consistently and effectively communicates the desired instructional outcomes and their connections to student work expectations. - Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and/or (c) knowledge of other disciplines. - Students can articulate what they are learning and why, and explain those to their peers. - Learning objectives are referenced throughout the lesson with explanations. - Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	- The librarian usually communicates the desired instructional outcomes and their connections to student work expectations. - Learning objectives are connected to what students have previously learned. - Learning objectives are displayed. - There is evidence that students are progressing or demonstrating mastery of the objective(s).	- The librarian inconsistently and/or ineffectively communicates the desired instructional outcomes. - Learning objectives are rarely connected to what students have previously learned. - Learning objectives are displayed. - There is little evidence that students are progressing or demonstrating mastery of the objective(s).
Planning	The librarian consistently and effectively: - Collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and the development of research skills and various literacies. - Implements plans that address all students' anticipated learning difficulties and knowledge gaps.	The librarian usually: - Collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and the development of research skills and various literacies. - Implements plans that address all students' anticipated learning difficulties and knowledge gaps.	The librarian inconsistently and/or ineffectively: - Collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and the development of research skills and various literacies. - Implements plans that address all students' anticipated learning difficulties and knowledge gaps.
Motivating Students	The librarian consistently and effectively promotes engagement by: - Activating students' prior knowledge as context for constructing new meaning. - Providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance.	The librarian usually promotes engagement by: - Activating students' prior knowledge as context for constructing new meaning. - Providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. - Facilitating the development of products	The librarian inconsistently and/or ineffectively promotes engagement by: - Activating students' prior knowledge as context for constructing new meaning. - Providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance.

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Facilitating the development of products that focus on students' individual areas of interest, illustrate new knowledge, or make real-world connections. - Reinforcing and rewarding initiative to learn more; students are consistently engaged in their own learning.	that focus on students' individual areas of interest, illustrate new knowledge, or make real-world connections. Reinforcing and rewarding effort.	- Facilitating the development of products that focus on students' individual areas of interest, illustrate new knowledge, or make real-world connections. - Reinforcing and rewarding effort.
Activities and Materials	The students consistently: - Use resources that relate to content, prior knowledge, and life experiences, leveraging extensive knowledge of relevant materials, without prompting. - Refine research strategies and extend learning through the research process, and monitor their progress. The librarian consistently and effectively: - Utilizes technology effectively to demonstrate and model productive ways to use the resources and tools in the library and virtual environments. - Provides the necessary resources, technology, and services. - Has and continues to develop a comprehensive knowledge of information resources available to students and actively seeks other resources.	The students usually: - Use resources that relate to content, prior knowledge, and life experiences, leveraging extensive knowledge of relevant materials. - Refine research strategies and extend learning through the research process, and monitor their progress. The librarian usually: - Utilizes technology effectively to demonstrate and model productive ways to use the resources and tools in the library and virtual environments. - Provides the necessary resources, technology, and services. - Has extensive knowledge of information resources available to students and actively seeks other resources.	The students inconsistently and/or ineffectively: - Use resources that relate to content, prior knowledge, and life experiences, leveraging extensive knowledge of relevant materials. - Refine research strategies and extend learning through the research process, and monitor their progress. The librarian inconsistently and/or ineffectively: - Utilizes technology effectively, if at all. - Provides the necessary resources, technology, and services. - Has knowledge of information resources available to students.
Promoting Literacy	The librarian consistently and effectively builds students' personal curiosity by: - Encouraging all students to read widely and deeply in multiple genres. - Encouraging all students to write and create for a variety of purposes, including reading for pleasure. - Challenging all students to question	The librarian usually builds students' personal curiosity by: - Encouraging all students to read widely and deeply in multiple genres. - Encouraging students to write and create for a variety of purposes, including reading for pleasure. - Challenging students to question	The librarian inconsistently and/or ineffectively builds students' personal curiosity by: - Encouraging all students to read widely and deeply in multiple genres. - Encouraging students to write and create for a variety of purposes. - Challenging students to question

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	assumptions and possible misconceptions. Working with groups and individuals to promote books, reading for pleasure, and love of learning.	assumptions and possible misconceptions. Working with groups and individuals to promote good books, reading for pleasure, and love of learning.	assumptions and possible misconceptions. Working with groups and individuals to promote good books, reading for pleasure, and love of learning.
Promoting Inquiry	The librarian consistently and effectively guides students to implement an inquiry-based research process by: - Leading and assisting students through the inquiry-based research process. - Modeling the response to a need to gather and organize information. - Designing opportunities for students to explore possible information sources, share products, and reflect on the learning process. - Using open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature-related lesson or using information resources.	The librarian usually guides students to implement an inquiry-based research process by: - Leading and assisting students through the inquiry-based research process. - Modeling the response to a need to gather and organize information. - Designing opportunities for students to explore possible information sources, share products, and reflect on the learning process. - Using open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature-related lesson or using information resources.	The school librarian inconsistently and/or ineffectively guides students to implement an inquiry-based research process by: - Leading and assisting students through the inquiry-based research process. - Modeling the response to a need to gather and organize information. - Designing opportunities for students to explore possible information sources, share products, and reflect on the learning process. - Using open-ended and probing questions to guide students' inquiry and to help them think critically.
Academic Feedback	The librarian consistently and effectively : - Provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups. The librarian consistently and effectively helps students develop by: - Fostering an atmosphere in which constructive feedback is openly given and received, teacher to student and student to student. - Providing feedback that is focused, frequent, and of high quality. - Circulating during instructional activities to offer feedback and assess progress.	The librarian usually: - Provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups. The school librarian usually helps students develop by: - Fostering an atmosphere in which constructive feedback is openly accepted. - Providing feedback that is focused, frequent, and of high quality. - Circulating during instructional activities to offer feedback and assess progress.	The librarian inconsistently and/or ineffectively: - Provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups The school librarian rarely helps students develop by: - Fostering an atmosphere in which constructive feedback is openly accepted. - Providing feedback that is focused, frequent, and of high quality. - Circulating during instructional activities to offer feedback and assess progress.

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Librarian Content Knowledge	The librarian consistently and effectively : - Displays extensive knowledge of the curriculum, resources, various literacies, and the research process. - Implements strategies to enhance student content knowledge. - Highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	The librarian usually : - Displays extensive knowledge of the curriculum, resources, various literacies, and the research process. - Implements strategies to enhance student content knowledge. - Highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	The librarian inconsistently and/or ineffectively : - Displays extensive knowledge of the curriculum, resources, various literacies, and the research process. - Implements strategies to enhance student content knowledge. - Highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.
Librarian Knowledge of Students	The librarian consistently and effectively supports students by: - Guiding students to engage with points of view and opinions expressed in information resources and learning products. - Differentiating instruction to support all students and their understanding of relevant sources. - Anticipating possible misunderstandings - Clearly communicating directions and procedures through spoken, written, and electronic methods. - Planning for instruction, promoting reading, and consistently developing the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.	The librarian usually supports students by: - Guiding students to engage with points of view and opinions expressed in information resources and learning products. - Differentiating instruction to support all students and their understanding of relevant sources. - Anticipating possible misunderstandings - Clearly communicating directions and procedures through spoken, written, and electronic methods. - Planning for instruction, promoting reading, and consistently developing the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.	The librarian inconsistently and/or ineffectively supports students by: - Guiding students to engage with points of view and opinions expressed in information resources and learning products. - Differentiating instruction to support all students and their understanding of relevant sources. - Anticipating possible misunderstandings - Clearly communicating directions and procedures through spoken, written, and electronic methods. Misunderstandings are evident. - Planning for instruction, promoting reading, and consistently developing the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.
Thinking	The librarian consistently and effectively : - Teaches or reminds students to critically evaluate resources for authority and validity. - Encourages students to utilize information in all formats, actively seek multiple	The librarian usually : - Teaches or reminds students to critically evaluate resources for authority and validity. - Encourages students to utilize information in all formats, actively seek multiple	The librarian inconsistently and/or ineffectively : - Teaches or reminds students to critically evaluate resources for authority and validity. - Encourages students to utilize information

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	perspectives, avoid plagiarism, use the internet effectively, and maintain data security. Teaches students to use information and ideas in a safe and responsible manner.	perspectives, avoid plagiarism, use the internet effectively, and maintain data security. Teaches students to use information and ideas in a safe and responsible manner.	in all formats, actively seek multiple perspectives, avoid plagiarism, use the internet effectively, and maintain data security. Teaches students to use information and ideas in a safe and responsible manner.
Problem-Solving	The school librarian consistently and effectively implements activities that teach and reinforce two or more of the following information literacy skills: - Critical Thinking - Categorization - Drawing Conclusions/Justifying Solutions - Predicting Outcomes - Evaluating Information - Responsible Use of Information - Information Seeking Strategies - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing - Synthesizing Information - Self-Assessment Strategies	The school librarian usually implements activities that teach and reinforce two of the following information literacy skills: - Critical Thinking - Categorization - Drawing Conclusions/Justifying Solutions - Predicting Outcomes - Evaluating Information - Responsible Use of Information - Information Seeking Strategies - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing - Synthesizing Information - Self-Assessment Strategies	The school librarian inconsistently and/or ineffectively implements activities that teach and reinforce two of the following information literacy skills: - Critical Thinking - Categorization - Drawing Conclusions/Justifying Solutions - Predicting Outcomes - Evaluating Information - Responsible Use of Information - Information Seeking Strategies - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing - Synthesizing Information - Self-Assessment Strategies

ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Expectations	- The librarian consistently and effectively establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. - The librarian creates learning opportunities where all students consistently experience success. - Students lead opportunities that support learning. - Students take initiative to meet or exceed librarian standards. - The librarian optimizes time to ensure each student meets individual goals.	- The librarian usually establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. - The librarian creates learning opportunities where all students can experience success. - Students complete their work according to the librarian's expectations.	- The librarian inconsistently and/or ineffectively establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. - The librarian does not create learning opportunities where students can experience success. - Student work is rarely completed to meet the librarian's expectations.
Student Engagement	The school librarian consistently and intentionally supports students' engagement with information by: - Structuring a learning environment for innovative use of information and information technologies. - Championing and modeling safe, responsible, appropriate, legal, and innovative information behaviors. - Creating a learning environment in which all students respect various perspectives. - Guiding students to actively contribute to discussions in which multiple viewpoints on a topic are expressed.	The school librarian usually supports students' engagement with information by: - Mostly structuring a learning environment for innovative use of information and information technologies. - Often championing and modeling safe, responsible, appropriate, legal, and innovative information behaviors. - Mostly, creating a learning environment in which students respect various perspectives. - Often guiding students to actively contribute to discussions in which multiple viewpoints on a topic are expressed.	The school librarian inconsistently and/or ineffectively supports students' engagement with information by: - Structuring a learning environment for innovative use of information and information technologies. - Championing and modeling safe, responsible, appropriate, legal, and innovative information behaviors. - Creating a learning environment in which students respect various perspectives. - Guiding students to actively contribute to discussions in which multiple viewpoints on a topic are expressed.
Learning Environment	The librarian always: Maintains an inviting, flexible, and attractive environment with expectations that students are curious, on task, and respectful.	The librarian usually: Maintains an inviting, flexible, and attractive environment with expectations that students are curious, on task, and respectful.	The librarian inconsistently and/or ineffectively: Maintains an inviting, flexible, and attractive environment with expectations that students are curious, on task, and

ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Enforces guidelines and procedures that have been established and continue to be developed and reviewed in the areas of circulation and scheduling for the library to provide optimal access to the resources, equipment, facility, and expertise of the librarian are always used.	Enforces guidelines and procedures that have been established in the areas of circulation and scheduling for the library and often, but not always, functions consistently, resulting in some inconsistencies in access to the resources, equipment, facility, and expertise of the librarian.	respectful. Enforces guidelines and procedures that are minimal and rarely provide access to the resources, equipment, facility, and expertise of the librarian.
Respectful Conditions	The librarian fosters curiosity by consistently and intentionally: - Creating an atmosphere in which all students feel safe and empowered, and interactions are learner-initiated. - Demonstrating respect for students and staff and using praise and positive reinforcement.	The librarian fosters curiosity by usually: - Creating an atmosphere in which students feel safe and empowered, and interactions are learner-initiated. - Demonstrating respect for students and staff and often, but not always, using praise and positive reinforcement.	The librarian inconsistently and/or ineffectively fosters curiosity by: - Creating an atmosphere in which students feel safe and empowered, and interactions are learner-initiated. - Demonstrating respect for students and staff and often, but not always, using praise and positive reinforcement.

LIBRARY SERVICES AND MANAGEMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Seeking Information	The librarian consistently and effectively: - Invests in and seeks input from all stakeholders through various mediums to develop the vision for the library program, recognizing the importance of ownership in achieving the vision. The librarian consistently and effectively supports students to seek information by: - Encouraging students to formulate questions about the validity and accuracy of information. - Activating students' background knowledge as context. - Guiding students to make critical choices about information resources to use.	The librarian usually: - Invests in and seeks input from all stakeholders through various mediums to develop the vision for the library program, recognizing the importance of ownership in achieving the vision. The librarian usually supports students to seek information by: - Encouraging students to formulate questions about the validity and accuracy of information. - Activating students' background knowledge as context. - Guiding students to make critical choices about information resources to use.	The librarian inconsistently and/or ineffectively: - Invests in and seeks input from all stakeholders through various mediums to develop the vision for the library program, recognizing the importance of ownership in achieving the vision. The librarian inconsistently and/or ineffectively supports students to seek information by: - Encouraging students to formulate questions about the validity and accuracy of information. - Activating students' background knowledge as context. - Guiding students to make critical choices about information resources to use.
Sharing and Crediting Sources	The librarian consistently and effectively guides valid information exchange by: - Always cultivating an environment that encourages students to access, ethically use, and share information. - Intentionally modeling the ethical use of a variety of communication tools, technology, and information resources. - Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. - Demonstrating a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	The librarian usually guides valid information exchange by: - Cultivating an environment that mostly encourages students to access, ethically use, and share information. - Modeling the ethical use of a variety of communication tools, technology, and information resources. - Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. - Demonstrating a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	The librarian inconsistently and/or ineffectively guides valid information exchange by: - Cultivating an environment that encourages students to access, ethically use, and share information. - Modeling the ethical use of a variety of communication tools, technology, and information resources. - Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. - Demonstrating a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American

LIBRARY SERVICES AND MANAGEMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
			Library Association's Code of Ethics.
Resource Management	The librarian consistently and effectively: • Considers changes necessary for future needs in an expanding dynamic program. • Solicits input from stakeholders. • Assesses the collection, purchases new resources, and manages the collection to keep holdings current and meet the changing needs of students and instruction. • Uses data effectively. • Follows district, department, and/or school guidelines for managing the budget and maintaining accurate financial records. • Advocates for a progressive and comprehensive program by requesting financial support for resources and other needs. The school librarian consistently and effectively manages library resources appropriately by: • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a varied collection of resources and technologies.	The librarian usually: • Considers changes necessary for future needs in an expanding dynamic program. • Solicits input from stakeholders. • Assesses the collection, purchases new resources, and manages the collection to keep holdings current and meet the changing needs of students and instruction. • Uses data effectively. • Follows district, department, and/or school guidelines for managing the budget and maintaining accurate financial records. • Advocates for a progressive and comprehensive program by requesting financial support for resources and other needs. The school librarian usually manages library resources appropriately by: • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a varied collection of resources and technologies.	The librarian inconsistently and/or ineffectively: • Considers changes necessary for future needs in an expanding dynamic program. • Solicits input from stakeholders. • Assesses the collection, purchases new resources, and manages the collection to keep holdings current and meet the changing needs of students and instruction. • Uses data effectively. • Follows district, department, and/or school guidelines for managing the budget and maintaining accurate financial records. • Advocates for a progressive and comprehensive program by requesting financial support for resources and other needs. The school librarian inconsistently and/or ineffectively manages library resources appropriately by: • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a varied collection of resources and technologies.
Library Administration	The school librarian consistently and effectively manages the library program by: • Ensuring the efficient use of available space and resources.	The school librarian usually manages the library program by: • Ensuring the efficient use of available space and resources.	The school librarian inconsistently and/or ineffectively manages the library program by: • Ensuring the efficient use of available

LIBRARY SERVICES AND MANAGEMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Planning a library media program that supports the learning goals of the school community. - Maintaining accurate and easily accessible records, including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	- Planning a library media program that supports the learning goals of the school community. - Maintaining accurate and easily accessible records, including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	space and resources. - Planning a library media program that supports the learning goals of the school community. - Maintaining accurate and easily accessible records, including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.

PROFESSIONALISM

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Growing and Developing Professionally	The librarian consistently and effectively : • Pursues professional development opportunities. • Contributes to the profession by sharing newly learned knowledge and practices, and • Seeks opportunities to lead professional development.	The librarian usually : • Pursues professional development opportunities. • Contributes to the profession by sharing newly learned knowledge and practices, and • Seeks opportunities to lead professional development.	The librarian inconsistently and/or ineffectively : • Pursues professional development opportunities. • Contributes to the profession by sharing newly learned knowledge and practices, and • Seeks opportunities to lead professional development.
Reflecting	The librarian consistently and effectively evaluates and refines the effectiveness of services, resources, instructional strategies, and facilities to ensure library goals are met.	The librarian usually evaluates the effectiveness of services, resources, instructional strategies, and facilities to ensure library goals are met.	The librarian rarely , if at all, reflects on the effectiveness of services, resources, instructional strategies, and facilities.
School Involvement	The librarian consistently and effectively contributes to the school and district community through participation, service, and leadership.	The librarian usually contributes to the school and district community through participation, service, and leadership.	The librarian inconsistently and/or ineffectively contributes to the school and district community.
School Responsibilities	The librarian consistently and effectively accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.	The librarian usually accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.	The librarian inconsistently and/or ineffectively accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.

Appendix A

Sample Calculations

INSTRUCTION		ENVIRONMENT		LIBRARY SERVICES AND MANAGEMENT		PROFESSIONALISM	
Standards and Objectives	3	Expectations	3	Seeking Information	4	Growing and Developing Professionally	4
Planning	3	Student Engagement	3	Sharing and Crediting Sources	4	Reflecting	3
Motivating Students	4	Learning Environment	4	Resource Management	4	School Involvement	4
Activities and Materials	3	Respectful Conditions	4	Library Administration	4	School Responsibilities	4
Promoting Literacy	3						
Promoting Inquiry	3						
Academic Feedback	3						
Librarian Content Knowledge	4						
Librarian Knowledge of Students	3						
Thinking	3						
Problem-Solving	3						
Domain Average	3.18		3.50		4.00		3.75

Domain	Score	Percentage	Final Score
Instruction	3.18	50%	1.59
Environment	3.50	10%	0.35
Library Services and Management	4.00	35%	1.4
Professionalism	3.75	5%	0.19
Final Observation Score			3.53

The domains of the Louisiana Library Program Rubric are weighted as follows:

- Instruction, 50%
- Environment, 10%
- Library Services and Management, 35%
- Professionalism, 5%

The following steps are completed to calculate the overall rubric score. Both evaluators and evaluatees will follow this same process.

1. Scores on indicators within a domain are averaged.
2. The average of each domain is then multiplied by the assigned percentage weight.
3. The new totals are then added.