INTRODUCTION
A team from University of Pittsburgh Library System (ULS) participated in ARL-RLIF research exploring: "(how) do the library's special collections specifically support and promote teaching, learning, and research?" With class visits on the rise, faculty were increasingly incorporating primary sources into classroom learning to develop complex and transferrable critical thinking skills. The Pitt team created a flexible toolkit that mapped to ACRL-RBMS/SAA Guidelines for Primary Source Literacy to plan, deliver, and evaluate instruction sessions and to foster better collaboration with Instructors. Our toolkit supports instructor learning goals, conversations about pedagogy, and assessment of student performance. It thereby allows measurement of our success in designing and delivering instruction.

The team created a lesson plan with rubric and scaffolded the elements of the guidelines. The design simplified mapping, and during consultation, it facilitated robust discussion on potential growth and achievement of learning goals during the class visit.

THE TOOLKIT IN ACTION
The Primary Source Lesson Plan with Rubric was used during the consultation for class visits. In this example, we collaborated with the instructor on guiding questions around gaps & silences and creator & audience to aid students in examining primary sources. Upon the instructor's request, we also shared the rubric with the class of graduate education students and focused on the elements mentioned above. The second visit wrapped up with students discussing an item of interest using the library's document camera. During individual 10-minute presentations, the librarians assessed retention of primary source literacy skills by noting whether students articulated elements from desired learning goals.

End-of-term group or individual presentations drew from class lectures, course readings, and materials featured during the visits. Librarian attendance allowed an additional opportunity to use the rubric to code, analyze, and assess retention of complex primary source literacy skills. There was ample evidence of understanding of creator, audience, and gaps & silences; students synthesized their evaluation of materials with course readings and foundational educational concepts to create new scholarship.

ASSESSING OUR PERFORMANCE
Once we assessed student skill level using the rubric, we used the results to gauge our own performance. The class visit wrap-up, as well as the end-of-term presentations, all demonstrated increased primary source literacy acumen. If there had been little evidence of achievement of skills, that would indicate our engagements were not successful and would prompt us to investigate what we might do differently in future instruction sessions to garner better results.

Most recently we created a card deck from the rubric and began using it in consultations. Once an instructor learning goal is identified, we map the goal to the rubric element, which is listed on a single card, and pull it from the deck. We focus on two or three learning goals, share just these cards with the instructor, and create the engagements. We are moving forward thoughtfully and are piloting this use especially with instructors who are open to use of rubrics in pedagogy. Early response of these limited forays has been positive.

FUTURE IMPLICATIONS
The toolkit allows quick spot-checking of student skill attainment, resulting in tangible evidence of student learning, and can also be used for in-depth assessment. The Pitt team believes the toolkit is adaptable, offering value to library colleagues utilizing the ACRL Framework in lieu of the RBMS/SAA Guidelines.

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