

Digital Literacy

RUBRIC Digital Literacy	EXCEEDS EXPECTATIONS (4) (What we would like our best students to be able to do)	MEET EXPECTATIONS (3) (What we would like the average graduating students to look like)	BELOW EXPECTATIONS (2) (Not appalling, but not up to what we want our students to be capable of)	NOT ACCEPTABLE (1) (Wouldn't even be acceptable for a first term first year student)
Determining the Information Needed (DL1)	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Accessing the Information Needed (DL2)	Accesses information using effective, well designed search strategies and most appropriate information sources	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.

Evaluating the Information and Sources (DL3)	<p>Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).</p>	<p>Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).</p>	<p>Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).</p>	<p>Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).</p>
Using the Information Effectively (DL4)	<p>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</p>	<p>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</p>	<p>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</p>	<p>Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p>

Accessing and Using the Information Ethically and Legally (DL5)	<p>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information</p>	<p>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
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Institutional SLO for Digital Literacy

Graduates will demonstrate the ability to use digital literacy skills to know where there is a need for information by:

- DL1 determining the information needed;
- DL2 accessing the information needed;
- DL3 evaluating the information and its sources;

- DL4 using the information effectively;
- DL5 and accessing and using the information ethically and legally.