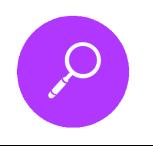


Fall 2022

INFORMATION LITERACY ISLO AND RUBRIC

Office of Planning, Research, and Institutional Effectiveness



STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

- APPLYING RESEARCH STRATEGIES: apply effective research strategies, including formulating and defining the scope of the research question, determining key concepts, and identifying relevant sources.
- MAKING INFORMED CHOICES: make informed choices about credible and relevant information types and/or sources (journal, newspaper, magazine, interviews, media, etc.).
- **EVALUATING SOURCES:** critically evaluate content for credibility, accuracy, and relevance.
- **ENGAGING DIVERSE VIEWS:** proactively engage with diverse ideas, marginalized voices and/or world views while recognizing that information sources can be influenced by authority that is reinforced by existing power structures.
- **DEMONSTRATING ETHICAL AND LEGAL USE:** use verbal and/or nonverbal media ethically and legally by appropriately citing and following copyright guidelines.
- **DEVELOPING A SCHOLARLY IDENTITY:** develop and demonstrate scholarly identity by generating meaning rather than merely consuming and restating information.

SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC							
Indicator	Exceeding	Meeting	Progressing	Emerging			
APPLYING RESEARCH STRATEGIES	Student formulates relevant research questions while defining scope and determining key concepts Student successfully recognizes and addresses missing information. Student selects from relevant research tools that address their information need(s)	Student establishes scope that may be either too narrow or too broad; research questions guide development but may be underutilized or too general. Student recognizes and attempts to address missing information.	Student attempts to formulate guiding questions and/or scope but ultimately lacks direction and/or purpose. Student demonstrates an elementary understanding of necessary and/or required information.	Student neglects to formulate guiding research questions and on the whole lacks focus and scope. Student neglects to address missing information.			
MAKING INFORMED CHOICES	Student uses extensive information from a wide variety of relevant and credible source types and formats.	Student uses appropriate information from a variety of relevant and credible source types and formats.	Student uses appropriate information while lacking variety in sources and/or formats.	Student uses information from limited sources, though inadequate.			

EVALUATING SOURCES	Student demonstrates sophisticated evaluation of sources based on context, accuracy, relevance, and credibility. Student clearly distinguishes between subjective and objective information; Investigates contradictory information with an open mind Student consciously identifies and addresses prejudice, deception, or manipulation	Student evaluates sources based on context, accuracy, relevance and/or credibility. Student distinguishes between subjective and objective information; student shows awareness of contradictory information. Student identifies instances of prejudice, deception, or manipulation.	Student attempts to evaluate sources, yet does so while neglecting context, accuracy, relevance and/or credibility. Student attempts to distinguish between subjective and objective information; student shows some awareness of contradictory information. Student shows some awareness of prejudice, deception, or manipulation.	Student neglects to evaluate sources or does so provisionally. Student does not or only rarely differentiates between subjective and objective information; student neglects to explore contradictory information.
ENGAGING DIVERSE VIEWS	Student identifies and incorporates appropriate, credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.	Student identifies and incorporates, somewhat minimally, credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.	Student attempts to identify credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups but may not fully incorporate these sources into the assignment.	Student neglects to incorporate credible information sources and perspectives from underrepresented or systemically marginalized individuals or groups.

DEMONSTRATING ETHICAL AND LEGAL USE	Student accurately uses documentation style that is appropriate to the discipline to attribute sources. Student clearly demonstrates an understanding of the ethical and legal restrictions on the use of all copyrighted, licensed, and confidential information expressed in different mediums.	Student uses a documentation style to attribute sources with few errors. Student demonstrates an understanding of the ethical and legal restrictions on the use of all copyrighted, licensed, and confidential information expressed in different mediums.	Student inconsistently uses a documentation style to attribute sources. Student shows some understanding of the ethical and legal restrictions on copyrighted, licensed, and/or confidential information expressed in different mediums but does not follow guidelines consistently.	Student neglects to use a consistent documentation style to attribute sources. Student demonstrates little to no understanding of the ethical and legal restrictions on the use of copyrighted, licensed, and confidential information expressed in different mediums.
DEVELOPING A SCHOLARLY IDENTITY	Student generates novel claims and questions by synthesizing information rather than re-stating it. Student clearly expresses a scholarly identity through the production of student work.	Student synthesizes information rather than merely re-stating it. Student tentatively develops a scholarly identity through the production of student work.	Student attempts to synthesize information but ultimately relies on summary and/or recapitulation. Student inconsistently attempts to express a scholarly identity.	Student summarizes, recapitulates, and/or plagiarizes information without synthesizing. Student has an elementary understanding of the concept of scholarly identity.

Last updated on March 14, 2023