

## Information Literacy Framework Rubric

Student Learning Outcomes	Novice	Developing	Proficient	Accomplished
<b>Scholarship is Conversation</b>				
Students will be able to understand, describe, and apply the scholarly communication process.	Student is able to: <ul style="list-style-type: none"> <li>• Recognize that knowledge can be organized into academic disciplines.</li> <li>• Identify different viewpoints and perspectives.</li> <li>• Acknowledge the existence of organizational systems.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Understand the influence of discipline in how one accesses information.</li> <li>• Explore different viewpoints and perspectives.</li> <li>• Identify some classification schemes and other organizational systems.</li> <li>• View scholarship as conversation and note that scholars have different roles.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Access information in a discipline.</li> <li>• Investigate different viewpoints and perspectives and understand that there may be gaps in the literature.</li> <li>• Differentiate between various classification schemes and other organizational systems.</li> <li>• Identify the various roles of scholars and what is necessary to enter scholarly conversations.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Research effectively in a particular discipline.</li> <li>• Identify gaps in the literature.</li> <li>• Apply various classification schemes and organizational systems effectively.</li> <li>• Take a role in the scholarly conversation.</li> </ul>
<b>Information Creation is a Process</b>				
Students will be able to create information and situate it in the information landscape.	Student is able to: <ul style="list-style-type: none"> <li>• Appreciate that information is formally and informally produced, organized, and disseminated.</li> <li>• Grasp key concepts in a source.</li> <li>• Quote appropriately.</li> <li>• Recognize that there are different research techniques.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Understand how information is formally and informally produced, organized, and disseminated.</li> <li>• Summarize the main ideas from information collected.</li> <li>• Quote and paraphrase appropriately.</li> <li>• Narrow topic.</li> <li>• Identify discipline-appropriate research techniques.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Identify where information fits within the information cycle.</li> <li>• Summarize information to construct an argument.</li> <li>• Gather evidence from primary sources and raw data.</li> <li>• Formulate thesis/hypothesis.</li> <li>• Apply discipline-appropriate research techniques.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Understand the implications of the information cycle on research.</li> <li>• Synthesize information to construct new concepts.</li> <li>• Gather evidence from primary sources and raw data to construct arguments.</li> <li>• Refine thesis/hypothesis.</li> <li>• Test theories with discipline-appropriate research techniques.</li> <li>• Create a product or performance that appropriately communicates content.</li> </ul>

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<b>Information has Value</b>				
Students will be able to acknowledge sources and use information with integrity.	Student is able to: <ul style="list-style-type: none"> <li>Recognize that the Skidmore Honor Code applies to plagiarism.</li> <li>Note that different disciplines may have different citation styles.</li> <li>Understand the importance of citing to give credit to authors.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Adhere to the Skidmore Honor Code.</li> <li>Cite sources following a documentation style.</li> <li>Acknowledge that authors and information creators have rights.</li> <li>Locate information using a citation.</li> </ul>	Student will be able to: <ul style="list-style-type: none"> <li>Adhere to the Skidmore Honor Code.</li> <li>Cite, record, and manage sources in an appropriate documentation style.</li> <li>Define the general concepts of intellectual property, copyright, and fair use.</li> <li>Understand that there are issues related to the freedom of speech, privacy and security, and information costs (including Open Access).</li> <li>Consider the contexts within which information is created.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Adhere to the Skidmore Honor Code including policies on human subjects' research.</li> <li>Employ appropriate documentation style and use it consistently to cite sources.</li> <li>Abide by the principles of intellectual property, copyright, and fair use.</li> <li>Interrogate issues related to the freedom of speech, privacy and security, and information costs (including Open Access).</li> <li>Weigh the contexts within which information is created.</li> </ul>
<b>Information Requires Evaluation</b>				
Students will be able to evaluate information and its sources critically for its value, relevance, and accuracy.	Student is able to: <ul style="list-style-type: none"> <li>Distinguish between popular/scholarly sources.</li> <li>Name format types.</li> <li>Evaluate a source for timeliness.</li> <li>Describe a source's primary argument.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Distinguish between primary/secondary and popular/scholarly sources.</li> <li>Compare the purpose and value of different formats.</li> <li>Identify peer-reviewed sources.</li> <li>Evaluate a source for authority and timeliness.</li> <li>Describe a source's primary argument and methodology.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Recognize how discipline may affect distinctions between primary/secondary and popular/scholarly sources.</li> <li>Select format types appropriate to the information need.</li> <li>Understand the peer-review process.</li> <li>Evaluate a source for authority, timeliness, and bias.</li> <li>Describe the structure and logic of supporting arguments or methods.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Recognize how context and discipline may affect distinctions between primary/secondary and popular/scholarly sources.</li> <li>Determine an information format and understand its purpose, value, and relevance.</li> <li>Consider complexities in the peer-review process.</li> <li>Evaluate a source for authority, timeliness, bias, validity, and context.</li> <li>Analyze the structure and logic of supporting arguments or methods.</li> </ul>

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<b>Research is Inquiry and Evolves</b>				
Students will be able to develop and execute a manageable research project.	Student is able to: <ul style="list-style-type: none"> <li>• Browse physical/electronic resources for general information.</li> <li>• Identify key words.</li> <li>• Apply basic search filters.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Browse for topics.</li> <li>• Explore library catalogs and general databases.</li> <li>• Identify relevant key words and subject terms.</li> <li>• Apply advanced search filters.</li> <li>• Draft a research plan.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Browse for topics and information.</li> <li>• Select and use subject specific resources and databases.</li> <li>• Determine key words based on controlled vocabulary.</li> <li>• Apply advanced search filters and techniques.</li> <li>• Draft a plan reflecting the iterative nature of research.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Conduct targeted browsing in physical/electronic resources.</li> <li>• Search subject specific information sources/databases and consult experts.</li> <li>• Determine key words based on controlled vocabulary and disciplinary taxonomies.</li> <li>• Employ sophisticated search queries and strategies.</li> <li>• Develop a realistic plan and timeline appreciating the iterative nature of research.</li> </ul>