ILO 2: Technology and Information Literacy

Definition: *The ability to responsibly, appropriately and effectively access, manage, integrate, evaluate, create and use general or discipline specific technologies and/or library and media sources.*

Outcomes: *Students will:*
- *Access, manage, and integrate information effectively and efficiently*
- *Critically evaluate sources and content of information for authority and accuracy*
- *Create, produce, or use general or discipline-specific technologies and library and media resources*
- *Demonstrate an understanding of the economic, legal, ethical, and social issues surrounding the use of communication and information technology*

Guidelines for General Education Assessment

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

This rubric was created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from https://www.aacu.org/value-rubrics

ILO 2 – Information Literacy Rubric

	Level 4	Level 3	Level 2	Level 1
Determine the extent of information needed	Effectively provides key concept that defines the scope of the research or thesis. Information selected is directly related to the research question or thesis.	Provides key concepts that defines the scope of the research or thesis. Information selected is related to the research question or thesis.	Incompletely provides key concept that defines the scope of the research or thesis. Information selected is partially related to the research question or thesis.	Difficulty in providing key concept that defines the scope of the research or thesis. Information selected does not related to the research question or thesis.
Access the needed information	Accesses information using effective, diverse and appropriate search strategies and information sources.	Accesses information using several search strategies and relevant information sources, demonstrating ability to refine search.	Accesses information using some search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically	Systematically and methodically analyzes own and others' assumptions and biases. Critically evaluates the relevance of sources.	Identifies own and others' assumptions and biases. Carefully evaluates the relevance of sources.	Starts to notice or question some assumptions and biases. Somewhat evaluates the relevance of sources.	Shows and emerging awareness of assumptions and biases. Sometimes labels assertions as assumptions. Begins to evaluate sources.
Use information effectively to Accomplish a specific purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specified purpose, with clarity and depth.	Communicate, organizes and synthesizes information from sources to achieve the intended purpose	Communicates and organizes information from sources, with little to no synthesis of information; intended purpose is not fully achieved	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
Access and use information ethically and legally	Students correctly use and format all of the following information strategies and demonstrate a full understanding of plagiarism: • Citations • References • Quotes • Paraphrasing • Summary	Students correctly use and format three to four of the following information strategies and demonstrate some understanding of plagiarism: • Citations • References • Quotes • Paraphrasing • Summary	Students correctly use and format two to three of the following information strategies and demonstrate some understanding of plagiarism: • Citations • References • Quotes • Paraphrasing • Summary	Students correctly use and format one to two of the following information strategies and demonstrate little to no understanding of plagiarism: • Citations • References • Quotes • Paraphrasing • Summary